UPPER SECONDARY EDUCATION

UPLIFT

GRADE 9

TEACHER'S BOOK

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İSTİKLÂL MARŞI

Korkma, sönmez bu şafaklarda yüzen al sancak;
Sönmeden yurdumun üstünde tüten en son ocak.
O benim milletimin yıldızıdır, parlayacak;
O benimdir, o benim milletimindir ancak.

Çatma, kurban olayım, çehreni ey nazlı hilâl!
Kahraman ırkıma bir gül! Ne bu şiddet, bu celâl?
Sana olmaz dökülen kanlarımız sonra helâl.
Hakkıdır Hakk'a tapan milletimin istiklâl.

Ben ezelden beridir hür yaşadım, hür yaşarım.
Hangi çılgın bana zincir vuracakmış? Şaşarım!
Kükremiş sel gibiyim, bendimi çiğner, aşarım.
Yırtarım dağları, enginlere sığmam, taşarım.

Garbın âfâkını sarmışsa çelik zırhlı duvar,
Benim iman dolu göğsüm gibi serhaddim var.
Ulusun, korkma! Nasıl böyle bir imanı boğar,
Medeniyyet dediğin tek dişi kalmış canavar?

Arkadaş, yurduma alçakları uğratma sakın;
Siper et gövdeni, dursun bu hayâsızca akın.
Doğacaktır sana va'dettiği günler Hakk'ın;
Kim bilir, belki yarın, belki yarından da yakın.

Bastığın yerleri toprak diyerek geçme, tanı:
Düşün altındaki binlerce kefensiz yatanı.
Sen şehit oğlusun, incitme, yazıktır, atanı:
Verme, dünyaları alsan da bu cennet vatanı.

Kim bu cennet vatanın uğruna olmaz ki feda?
Şüheda fışkıracak toprağı sıksan, şüheda!
Cânı, cânânı, bütün varımı alsın da Huda,
Etmesin tek vatanımdan beni dünyada cüda.

Ruhumun senden İlâhî, şudur ancak emeli:
Değmesin mabedimin göğsüne nâmahrem eli.
Bu ezanlar -ki şehadetleri dinin temeli-
Ebedî yurdumun üstünde benim inlemeli.

O zaman vecd ile bin secde eder -varsa- taşım,
Her cerîhamdan İlâhî, boşanıp kanlı yaşım,
Fışkırır ruh-ı mücerret gibi yerden na'şım;
O zaman yükselerek arşa değer belki başım.

Dalgalan sen de şafaklar gibi ey şanlı hilâl!
Olsun artık dökülen kanlarımın hepsi helâl.
Ebediyyen sana yok, ırkıma yok izmihlâl;
Hakkıdır hür yaşamış bayrağımın hürriyyet;
Hakkıdır Hakk'a tapan milletimin istiklâl!

Mehmet Âkif Ersoy

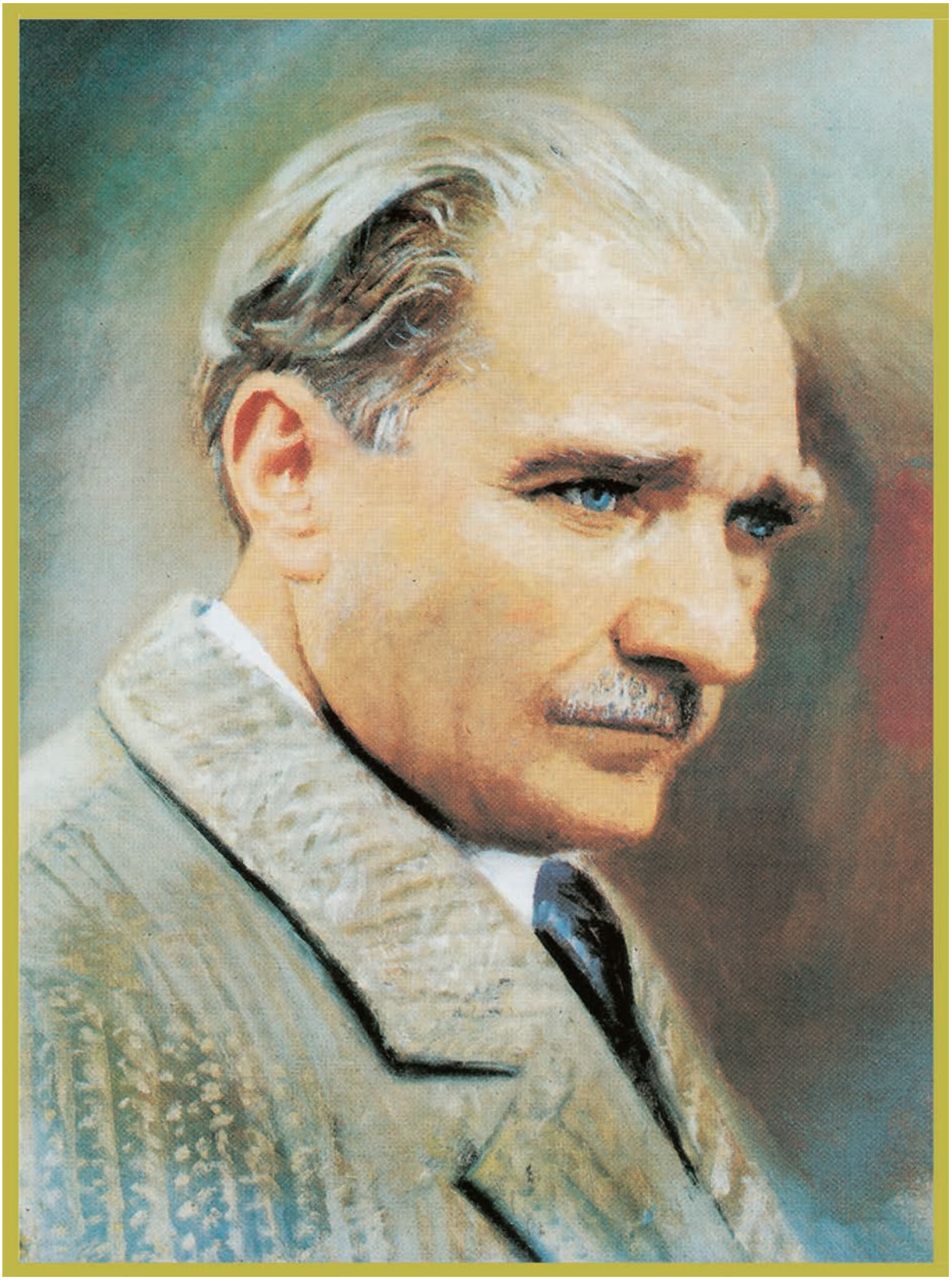
GENÇLİĞE HİTABE

Ey Türk gençliği! Birinci vazifen, Türk istiklâlini, Türk Cumhuriyetini, ilelebet muhafaza ve müdafaa etmektir.

Mevcudiyetinin ve istikbalinin yegâne temeli budur. Bu temel, senin en kıymetli hazinendir. İstikbalde dahi, seni bu hazineden mahrum etmek isteyecek dâhilî ve hâricî bedhahların olacaktır. Bir gün, istiklâl ve cumhuriyeti müdafaa mecburiyetine düşersen, vazifeye atılmak için, içinde bulunacağın vaziyetin imkân ve şeraitini düşünmeyeceksin! Bu imkân ve şerait, çok namüsait bir mahiyette tezahür edebilir. İstiklâl ve cumhuriyetine kastedecek düşmanlar, bütün dünyada emsali görülmemiş bir galibiyetin mümessili olabilirler. Cebren ve hile ile aziz vatanın bütün kaleleri zapt edilmiş, bütün tersanelerine girilmiş, bütün orduları dağıtılmış ve memleketin her köşesi bilfiil işgal edilmiş olabilir. Bütün bu şeraitten daha elîm ve daha vahim olmak üzere, memleketin dâhilinde iktidara sahip olanlar gaflet ve dalâlet ve hattâ hıyanet içinde bulunabilirler. Hattâ bu iktidar sahipleri şahsî menfaatlerini, müstevlîlerin siyasî emelleriyle tevhit edebilirler. Millet, fakr u zaruret içinde harap ve bîtap düşmüş olabilir.

Ey Türk istikbalinin evlâdı! İşte, bu ahval ve şerait içinde dahi vazifen, Türk istiklâl ve cumhuriyetini kurtarmaktır. Muhtaç olduğun kudret, damarlarındaki asil kanda mevcuttur.

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK

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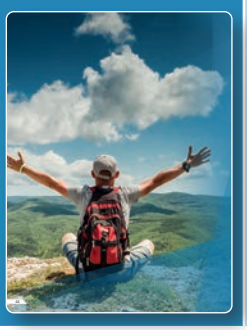
THEME 4 HUMAN IN NATURE 	**4A HABIT IS SECOND NATURE** pp. 104-107 **4B CALM BEFORE THE STORM** pp. 108-113 **4C NATURE CALLS YOU** pp. 114-117 **4D TAKE CARE OF NATURE** pp. 118-123 **WORKBOOK ANSWER KEY** pp. 124-131	Describing daily routines Talking about abilities Talking about frequencies of activities	Daily activities Outdoor activities Natural disasters Nature
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Identifying frequently used vocabulary for greetings and conversations in a simple recorded text Detecting specific information about jobs/countries/ nationalities Introducing themselves and their family members Asking and answering about their personal belongings Asking for and giving simple directions in simple phrases	Recognizing familiar names, words, and very basic phrases in simple texts such as postcards, greeting cards, and emails Finding specific information in a simple text about jobs/nationalities/ countries Writing simple sentences and phrases (a postcard, an email, or a hotel registration form)	Recognizing contracted forms of “am, is, are” and “have/has”
Responding to the questions related to the topic of a recorded text/video Locating the things as they listen to information about the instructions Asking about and describing their neighbourhood Comparing people, places, and objects around them Asking and answering questions about the location of things and places	Reading a simple text for specific information about their neighbourhood/city etc. Filling in a chart comparing cities in different countries/Türkiye Describing different environments in simple sentences and phrases	Differentiating the /ɪ/ and /iː/ sounds
Detecting familiar words/phrases about likes/dislikes and hobbies in a recorded text or video Reordering a recorded conversation about making invitations/offers Expressing their opinions about free time activities Asking about and telling the time and the date Talking about their preferences of hobbies and free time activities Acting out a dialogue about accepting and refusing an invitation	Scanning film reviews on blogs to decide which movie to see Finding the main idea of a text about movies Writing their opinions on a blog Writing short text messages to invite their friends for a movie	Differentiating the /t/ sound from the /θ/ sound
Identifying the subject of a text with the help of familiar words Identifying time expressions of daily routines Talking about their abilities Talking about their daily activities and the frequencies of those activities	Identifying specific information in a simple written material such as short newspaper articles on effects of natural events Scanning reading passages about people to find out different/unusual abilities Writing about their friend’s daily life and the frequencies of their activities Writing a short paragraph about love for nature	Pronouncing the /s/, /z/, and /ɪz/ sounds
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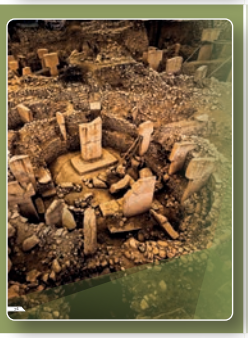
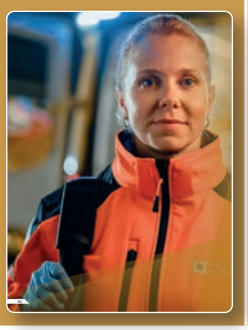
THEME 7 WORLD HERITAGE 	**7A OUR LEGACY FROM THE PAST** pp. 186-193 **7B ONCE UPON A TIME** pp. 194-197 **7C A BLAST FROM THE PAST** pp. 198-201 **7D TRAVEL BROADENS THE MIND** pp. 202-207 **WORKBOOK ANSWER KEY** pp. 208-215	Talking about past events Making inquiries Asking and answering questions in an interview	Historical places and archaeology Culture Travel and tourism
THEME 8 EMERGENCY AND HEALTH PROBLEMS 	**8A HEALTH IS BETTER THAN WEALTH** pp. 216-221 **8B BEING OUT OF SORTS** pp. 222-227 **8C WHAT'S YOUR EMERGENCY?** pp. 228-231 **8D PREVENTION IS THE CURE!** pp. 232-237 **WORKBOOK ANSWER KEY** pp. 238-245	Asking for and giving advice Giving and understanding simple instructions in case of emergency Talking about something that has happened recently Expressing obligations and prohibitions	Health problems Medical specialists Emergency situations First aid kit items
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LISTENING & SPEAKING	READING & WRITING	PRONUNCIATION
Detecting specific information in public announcements at the airport/train station etc. Identifying the most frequently used expressions to order food in a restaurant Taking part in a dialogue about ordering food at a restaurant/café Taking part in conversations that can occur while travelling Using the most frequently used expressions to buy a flight/bus/train ticket Talking about some basic cultural differences of places they have visited	Scanning short texts describing some famous cities in the world for specific information Getting the main points of the informative texts related to intercultural differences Writing a short message to leave at the reception desk for their parents Writing a series of sentences about the city that they would like to visit by indicating reasons	Differentiating the /v/ and /w/ sounds
Organizing information on world heritage in a recorded text/video Responding to simple questions/statements in a recorded interview Asking and answering simple questions in an interview about past times and past events Giving a short simple presentation about an ancient civilization they have searched before	Asking and answering the questions about a text related to the world heritage Reordering the events in a short story Writing a series of sentences about historical places they visited in the past	Sounding natural producing "-ed" sounds in regular past verbs and the pronunciation of /wəz/ and /wɒz/
Identifying the most frequently used expressions about health problems Asking for help from the emergency services in areas of immediate need Asking for and giving advice about health problems Expressing obligations, responsibilities, and prohibitions in social life	Finding the main idea of a text about health problems/emergency situations that have happened recently Preparing posters/leaflets/brochures about safety and health at work	Noticing sentence intonation
Filling in the missing parts in a dialogue about invitations and apologies on a phone call Recognising the most frequently used expressions related to shopping in a recorded text Making and responding to suggestions/requests Describing future plans and arrangements Giving and receiving information about quantities, numbers, and prices in conversations about shopping	Finding the supporting ideas in a text Writing simple invitation letters Writing a short paragraph about their future plans	Practising "yod coalescence" (Could you …? Would you …?)
Putting the events in a TV broadcast in order Making predictions about the future Agreeing or disagreeing with others by giving their opinions Acting out a dialogue using the expressions and phrases to interrupt and gain time in a conversation	Skimming short and simple texts to draw a conclusion in terms of social media Writing a comment on a topic via social media	Practising the /d/ and /ð/ sounds

INTRODUCTION

Uplift has been prepared for 9th-grade students based on the descriptions of the English Curriculum of Turkish National Education that are in line with the general goals of Turkish National Education as defined in the Basic Law of National Education No. 1739 and in accordance with the descriptive and pedagogic principles of The Common European Framework of Reference for Languages (CEFR).

The authors' primary goal in this coursebook is to engage students in the language through skills-based, communicative, stimulating, motivating, and productive activities that ably guide them to become more reflective, autonomous, and risk-taking learners and enhance their metacognitive skills as well. Hence, the authors have presented each language skill, giving attention to four modes of communication: reception, production, interaction, and mediation.

COURSE COMPONENTS

Student's Book

The Student's Book consists of ten themes. Each theme includes four modules (A, B, C, and D) sequenced to simulate the natural process of first language acquisition; thus, it starts with listening and speaking skills and then moves on to reading and writing skills. Since the main goal is to enable students to speak the language fluently and confidently, students are exposed to acting out real-life situations, expressing themselves, taking part in conversations, and conveying messages to interlocutors; that is why speaking and listening activities are more emphasized in the book as a means of communication.

Uplift is based on Communicative Language Teaching (CLT) and the Cognitive Approach. All language skills and activities are thus designed considering the steps of Bloom's Taxonomy, which is a series of cognitive skills and learning objectives organized in a hierarchical model. Each step of the model, from the simple recall or recognition of information, as the lower-order thinking skills, to more complex and abstract mental levels, as the higher-order thinking skills, is presented in pre, while, and post activities.

Workbook

The Workbook is designed both as an optional material that can be used in the classroom and as a self-study material to be set as homework. Students are immersed in the language through various activities linked to the real-life contexts and topics in the student's book that allow them to practise the target vocabulary and language structures learnt previously. It also helps students recall the key learning aspects developed in the classroom. While they are engaged in the various activities, they have a chance to apply, analyse, and synthesize what they have learnt throughout the theme, activating and engaging their cognitive domains for long-term memory.

Teacher's Book

The Teacher's Book is designed in accordance with the needs of the teachers that will provide detailed explanations, tips, and extra information with regard to the activities to reinforce the teaching process. The required answer key for each activity in the Student's Book takes place after the instructions for the teachers. The audio scripts are at the end of the activity's instructions, preceded by the answer key under the Audio Script titles. The other teaching tools to be used in the classroom are at the end of the book, and they are as follows:

Appendixes

The game worksheets for each theme have been prepared, considering the students' language levels, ages, interests, language needs, and attention. Before the games are used in the classroom, the appendixes should be prepared as instructed in the Game Time sections of the Teacher's Book.

Video Evaluation Checklist

Students are given the checklist to prepare their tasks according to the criteria included in order to be informed about what the desired performances are expected from them. This checklist can also be used in the classroom as a peer-assessment tool to enable them to get feedback from their friends on their tasks. It allows students to assess the learning process and become aware of their strengths and weaknesses. Students are also expected to become autonomous learners and develop their metacognitive skills with the help of this tool.

Rubrics

The rubrics, which are optional assessment tools, are used to evaluate students' performances and attitudes towards language skills. The speaking and writing rubrics include the criteria that assess learning outputs in performance-based tests, tasks, or activities. The listening and speaking rubrics cover the criteria assessing the observable language attitudes and performances. Before assessing students' language skills according to these rubrics, inform them about the criteria that they are going to be evaluated with and give them a copy of the rubric so that they can know what is expected of them and how well they should do. After they have been assessed, teachers should give them feedback on their performances. Accordingly, students can get the opportunity to do self-assessment to reflect on the learning process and have a chance to enhance the quality of their performances. Students are expected to become autonomous learners and improve their metacognitive skills with the help of these tools and the teacher's feedback. It allows students to evaluate their learning process and enhance the quality of their performances for the next time.

1A HIT IT OFF!

Lead-in

a **Tick (✔) the statement that suits you best.**

1 ☐ I love meeting new people. I am a social butterfly.

2 ☐ I like meeting new people, but I have not got many friends.

3 ☐ I am not good at meeting new people. I am shy.

b **What is the best way to meet new people? Online or in person? Why?**

Listening

a **How can you greet people in different languages? Give examples.**

b **Daniel and Juma are studying at a language school in England. Read the following sentences. Then listen and put the conversation in order.** Track 1.1

a ☐ Seventeen, and you?

b ☐ Oh, hello! Sure, please sit.

c ☐ I'm in A1; how about you?

d ☐ Cool! See you later, then.

e [1] Good morning! May I join you?

f ☐ You, too. I'm from Somalia. Where are you from?

g ☐ Oh, you're my age! Which class are you in?

h ☐ I'm in A1, too! We're classmates.

i ☐ Daniel. Nice to meet you, Juma.

j ☐ See you. Take care.

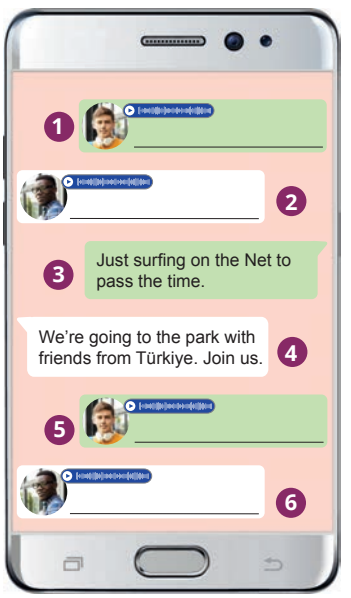
k ☐ I'm Juma. What's your name?

l ☐ From Switzerland. How old are you?

c **Read the dialogue in order in *Exercise b*. Underline the sentences for greetings and farewell.**

d **Prepare a forum post for the language school chat room. Introduce Daniel as in the example.**

e **Listen to the voice chat between Daniel and Juma. Complete the missing parts.** Track 1.2



f **Practise the voice chat with your partner.**

THEME 1 STUDYING ABROAD

1A HIT IT OFF!

Lead-in

a Tell students to read the statements and tick the one that suits them best. Then encourage them to read aloud the statement they have picked.

Answer Key

Students' own answers

b Read the question aloud and ask students to answer it. Encourage them to tell their answers/choices.

Answer Key

Students' own answers

Listening

a Ask students to tell greeting sentences in different languages. Give your own examples and ask them to tell more. Let them give examples as much as they can.

Suggested Answers

Olá, Guten Tag, Salve, Konnichiwa, Holá, etc.

b Tell students to read the sentences before listening to the audio so that they can be familiar with the words and sentences. Then ask them to listen to the audio carefully and put the conversation in order. Replay the audio if necessary. Read the conversation in the correct order to let them check their answers. Track 1.1

Answer Key

a *7*
b *2*
c *9*
d *11*
e *1*
f *5*
g *8*
h *10*
i *4*
j *12*
k *3*
l *6*

Audio Script 1.1

Daniel and Juma are studying at a language school in England. Read the following sentences. Then listen and put the conversation in order.

Juma: Good morning! May I join you?
Daniel: Oh, hello! Sure, please sit.
Juma: I'm Juma. What's your name?
Daniel: Daniel. Nice to meet you, Juma.
Juma: You, too. I'm from Somalia. Where are you from?
Daniel: From Switzerland. How old are you?
Juma: Seventeen, and you?
Daniel: Oh, you're my age! Which class are you in?
Juma: I'm in A1; how about you?
Daniel: I'm in A1, too! We're classmates.
Juma: Cool! See you later, then.
Daniel: See you. Take care.

c Tell students to read the dialogue in order and underline the sentences for greetings and farewell. Give them a few minutes to complete the activity. Then ask them to tell the sentences they have found. This activity enables students to identify frequently used vocabulary for greetings and conversations in a simple recorded text.

Answer Key

Juma: *Good morning! May I join you?*
Daniel: *Oh, hello! Sure, please sit.*
Juma: *Cool! See you later, then.*
Daniel: *See you. Take care.*

1A HIT IT OFF!

Lead-in

a **Tick (✔) the statement that suits you best.**

1 ☐ I love meeting new people. I am a social butterfly.

2 ☐ I like meeting new people, but I have not got many friends.

3 ☐ I am not good at meeting new people. I am shy.

b **What is the best way to meet new people? Online or in person? Why?**

Listening

a **How can you greet people in different languages? Give examples.**

b **Daniel and Juma are studying at a language school in England. Read the following sentences. Then listen and put the conversation in order.** Track 1.1

a ☐ Seventeen, and you?

b ☐ Oh, hello! Sure, please sit.

c ☐ I'm in A1; how about you?

d ☐ Cool! See you later, then.

e [1] Good morning! May I join you?

f ☐ You, too. I'm from Somalia. Where are you from?

g ☐ Oh, you're my age! Which class are you in?

h ☐ I'm in A1, too! We're classmates.

i ☐ Daniel. Nice to meet you, Juma.

j ☐ See you. Take care.

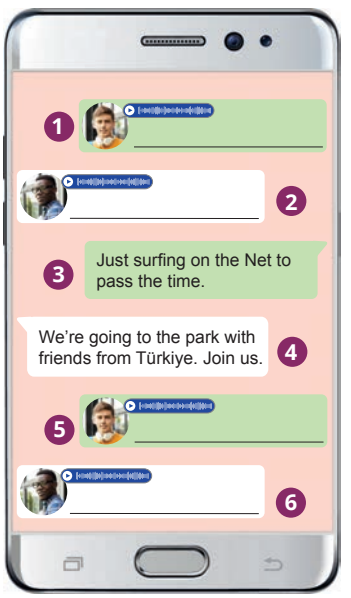
k ☐ I'm Juma. What's your name?

l ☐ From Switzerland. How old are you?

c **Read the dialogue in order in *Exercise b*. Underline the sentences for greetings and farewell.**

d **Prepare a forum post for the language school chat room. Introduce Daniel as in the example.**

e **Listen to the voice chat between Daniel and Juma. Complete the missing parts.** Track 1.2



f **Practise the voice chat with your partner.**

d Ask students to read Juma's forum post and write a similar post to introduce Daniel. Tell them to find the needed information in *Exercise a*. Give them five minutes to complete the activity. Then encourage them to read their posts aloud.

Suggested Answers

Hello, I'm Daniel Fischer. I'm seventeen years old. I'm from Switzerland. I'm in class A1. Nice to meet you, friends! Take care. See you soon.

e Tell students to listen to the voice chat carefully to complete the missing parts. Replay the audio if necessary. Then read the voice chat aloud to let them check their answers. This activity enables students to identify frequently used vocabulary for greetings and conversations in a simple recorded text. Track 1.2

Answer Key

1 *Hi! Long time no see.*

2 *Hello! How's it going?*

5 *OK, see you there.*

6 *See you. Bye!*

Audio Script 1.2

Listen to the voice chat between Daniel and Juma. Complete the missing parts.

Daniel: Hi! Long time no see.

Juma: Hello! How's it going?

Daniel: Just surfing on the Net to pass the time.

Juma: We're going to the park with friends from Türkiye. Join us.

Daniel: OK, see you there.

Juma: See you. Bye!

f Have students work in pairs. Tell them to practise the voice chat with their partners. Then encourage them to act out the conversation.

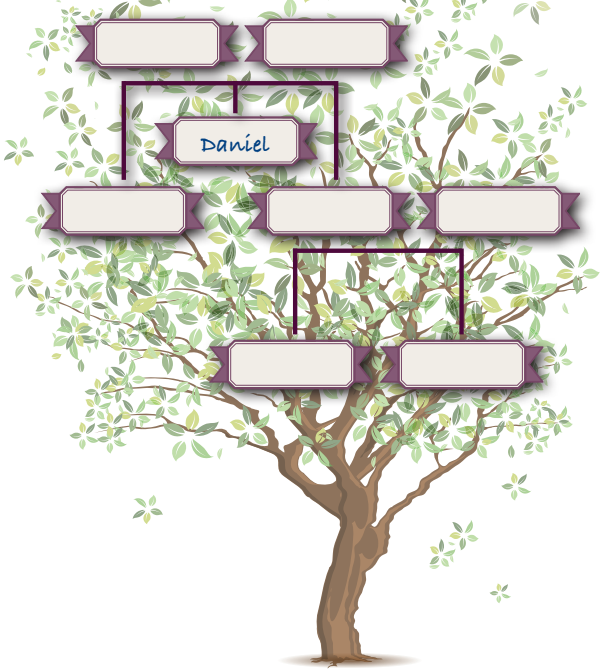
TEACHER'S NOTES

Speaking

a **Read Daniel's homework about his family and complete the family tree below.**

THE FISCHER FAMILY

Hello, I'm Daniel. I'm a student at a language school in England, but my family lives in Switzerland. They have got a farmhouse in a village. My father's name is Noah, and my mother's name is Luna. They are forty-five years old. I have got a brother and a sister. It's good to have siblings. My brother, Dario, is married to Anna. I have got a niece, Sofia, and a nephew, Liam. They are 4-year-old twins. My sister's name is Zoe. She is a high school student. I love and miss my family so much!



b **Pick someone from Daniel's family and pretend to be him/her. Tell your partner about your family in turns.**

c **Imagine that your partner is going to visit his/her family abroad. Ask in turns if s/he has the following belongings as in the example.**

e.g. A: *Have you got your passport with you?*
B: *Yes, I have./No, I haven't.*

passport

backpack

laptop

smartphone

plane ticket

luggage

Idiom of the Day

Read the dialogue and answer the following question.

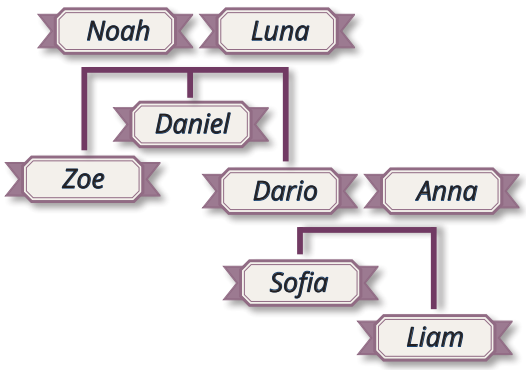
Asaf: I really like meeting new people from other countries!
Tony: Yes, brother. I like it, too. I'm so happy to know you.
Asaf: So am I. We have similar hobbies and interests.
Tony: We come from different cultures, but we **speak the same language!**

Who is the person you think you speak the same language? Introduce him/her in a few sentences.

Speaking

a Tell students to read Daniel's homework about his family and complete the family tree according to the given information. Give them a few minutes to complete the activity. Then elicit the answers.

Answer Key



b Have students work in pairs. Ask them to pick someone from Daniel's family and pretend to be him/her. Have them introduce their family members in turns like Daniel did. Then encourage some of them to do it aloud. This activity enables students to introduce themselves and their family members.

c Tell students to imagine that their partner is going to visit his/her family abroad. Have them study the example and ask in turns if their partner has the given belongings. This activity enables students to ask and answer about their personal belongings.

Idiom of the Day

Tell students to read the dialogue and ask them what the meaning of the idiom could be. Have them infer the meaning from the dialogue. Then ask them to introduce the person with whom they speak the same language in a few sentences. The meaning of the idiom is "sharing similar viewpoints, beliefs, interests, etc."

TEACHER'S NOTES

1B VARIETY IS THE SPICE OF LIFE

Reading

a **Write the names of the countries and the nationalities under each photo.**

1

Country: _____
Nationality: _____

4

Country: _____
Nationality: _____

2

Country: _____
Nationality: _____

5

Country: _____
Nationality: _____

3

Country: _____
Nationality: _____

6

Country: _____
Nationality: _____

b **Scan the text and write the people's names on the photo below.**

Greetings from England

My name is Defne, and I am from Türkiye. I have a chemistry degree from Ankara University. My home town, Ankara, is the capital of Türkiye and is in the central part of the country. I have got a sister. Her name is Elif, and she is an exchange student in Germany.

I am a student at an English language school in Oxford. I really like the multicultural environment here. All my classmates are from different countries, and they all have different occupations. It is a great opportunity to learn about different cultures.

Let me introduce my classmates to you. The first person in the photo is me. The young man next to me is Nico, from Greece. He is a professional photographer. Nico is my best friend because we have got a lot of things in common. The young woman in the middle is Adriana. She is a graphic designer from Brazil. The one in the orange T-shirt is Heidi. She is a Norwegian architect. Rayaan is the young Indian man with a black turban. He is a software engineer. The woman next to him is Farah. She is from Iran, and she is a dentist.

I advise you to join a study abroad programme if you enjoy learning new languages. Studying abroad has many benefits, like discovering yourself, making friends from all over the world, and learning about different cultures.

1B VARIETY IS THE SPICE OF LIFE

Reading

a Ask students to write the names of the countries and the nationalities under each photo. Check the answers with the class.

Answer Key

1 ***Country:*** *England*
Nationality: *English*

2 ***Country:*** *America (the USA)*
Nationality: *American*

3 ***Country:*** *Türkiye*
Nationality: *Turkish*

4 ***Country:*** *Russia*
Nationality: *Russian*

5 ***Country:*** *Japan*
Nationality: *Japanese*

6 ***Country:*** *The Netherlands*
Nationality: *Dutch*

b Give students some time to scan and write the names of the people in the photo.

Answer Key

1 *Defne*

2 *Nico*

3 *Adriana*

4 *Heidi*

5 *Rayaan*

6 *Farah*

TEACHER'S NOTES

TEACHER'S NOTES

c **Match the highlighted words in the text to the definitions below. Then make sentences with them.**

1 _____ : an arrangement where a student visits another foreign school to study

2 _____ : something that is good or helpful

3 _____ : including people from different countries and cultures

4 _____ : a good chance to do something

5 _____ : to become a member of a group or an organization

6 _____ : an academic rank you get after completing a study programme at a university

7 _____ : a job or profession

d **Read the text and complete the chart below.**

Name	Country	Nationality	Occupation
Defne			
Elif			
Nico			
Adriana			
Heidi			
Rayaan			
Farah			

e **Read the text again and answer the following questions.**

1 What does Defne do?

_____

2 How is the school environment in Oxford?

_____

3 Who is Defne's best friend? Why?

_____

4 What are the benefits of studying abroad?

_____

f **Listen to the conversation between Emma and an employee in the student affairs and complete Emma's student registration form.**

Track 1.3

Oxford Language School Student Registration Form

First Name: *Emma*	Last Name: *Schmidt*
Place of Birth:	Country/Nationality:
Date of Birth:	Age:
Occupation:	Telephone: *07911 123122*
Email:	

GAME TIME

Guess the Country!

- Form groups of five.
- Take a pile of cards from your teacher. Pick a card from the pile in turns and describe the country using the clues on the card.
- Guess the country as quickly as possible to get the highest point for your team.
- The team with the most points wins the game.

c Let students match the highlighted words in the text to the given definitions. Then ask them to make sentences with them. Encourage them to share their answers with the class.

Answer Key

1 *exchange*
2 *benefit*
3 *multicultural*
4 *opportunity*
5 *join*
6 *degree*
7 *occupation*

d Ask students to read the text and complete the given chart with the correct information. Check the answers with the class. This activity enables students to find specific information in a simple text about jobs/ nationalities/countries.

Answer Key

Name	Country	Nationality	Occupation
Defne	*Türkiye*	*Turkish*	*Chemist*
Elif	*Türkiye*	*Turkish*	*Student*
Nico	*Greece*	*Greek*	*Photographer*
Adriana	*Brazil*	*Brazilian*	*Graphic designer*
Heidi	*Norway*	*Norwegian*	*Architect*
Rayaan	*India*	*Indian*	*Software engineer*
Farah	*Iran*	*Iranian*	*Dentist*

e Ask students to read the text again and answer the questions. Check the answers with the class.

Answer Key

1 *She is a chemist.*
2 *There is a multicultural environment./There are people from different countries with different occupations.*
3 *Nico is her best friend because they have got a lot of things in common.*
4 *They are discovering themselves, making friends from all over the world, and learning about different cultures.*

f Encourage students to listen to the conversation between Emma and an employee in the student affairs to complete Emma's student registration form.
This activity enables students to detect specific information about jobs/countries/ nationalities. Track 1.3

Answer Key

Oxford Language School Student Registration Form

First Name:	*Emma*
Last Name:	*Schmidt*
Place of Birth:	*Duisburg*
Country/ Nationality:	*Germany/German*
Date of Birth:	*03.06.1996*
Age:	*26*
Occupation:	*Accountant*
Telephone:	*07911 123122*
Email:	*emmaschmidt@study.co.uk*

c **Match the highlighted words in the text to the definitions below. Then make sentences with them.**

1 _____ : an arrangement where a student visits another foreign school to study

2 _____ : something that is good or helpful

3 _____ : including people from different countries and cultures

4 _____ : a good chance to do something

5 _____ : to become a member of a group or an organization

6 _____ : an academic rank you get after completing a study programme at a university

7 _____ : a job or profession

d **Read the text and complete the chart below.**

Name	Country	Nationality	Occupation
Defne			
Elif			
Nico			
Adriana			
Heidi			
Rayaan			
Farah			

e **Read the text again and answer the following questions.**

1 What does Defne do?

_____

2 How is the school environment in Oxford?

_____

3 Who is Defne's best friend? Why?

_____

4 What are the benefits of studying abroad?

_____

f **Listen to the conversation between Emma and an employee in the student affairs and complete Emma's student registration form.**

Track 1.3

Oxford Language School Student Registration Form

First Name: *Emma*	Last Name: *Schmidt*
Place of Birth:	Country/Nationality:
Date of Birth:	Age:
Occupation:	Telephone: *07911 123122*
Email:	

GAME TIME

Guess the Country!

- Form groups of five.
- Take a pile of cards from your teacher. Pick a card from the pile in turns and describe the country using the clues on the card.
- Guess the country as quickly as possible to get the highest point for your team.
- The team with the most points wins the game.

Audio Script 1.3

Listen to the conversation between Emma and an employee in the student affairs and complete Emma's student registration form.

Staff: Hello, this is Emily Johnson from the student affairs of Oxford English Language School. May I speak to Emma Schmidt?

Emma: This is Emma.

Staff: I am calling because there is some missing information on your student registration form. I would like to ask you a few questions if you have time.

Emma: Sure!

Staff: What is your place of birth?

Emma: Duisburg.

Staff: How do you spell that, please?

Emma: D-u-i-s-b-u-r-g.

Staff: OK, thank you. Where are you from?

Emma: I am from Germany.

Staff: What is your date of birth?

Emma: It's on the third of June, 1996.

Staff: You are 26 years old, correct?

Emma: Yes, that's correct.

Staff: What is your occupation?

Emma: I'm sorry, could you repeat that, please?

Staff: Of course. What's your profession?

Emma: Oh, I am an accountant.

Staff: May I please ask for your email address?

Emma: Sure. It is emmaschmidt@study.co.uk.

Staff: Thanks for your help, but your signature is also required; visit me to sign the form, please. Have a good day.

Emma: OK, I will. Thank you.

Game Time

Guess the Country!

The aim of this activity is to help students practise countries, nationalities, continents, currencies, and capital cities.

Materials and Preparation

Copy and cut up the cards on page 304 for each team.

Procedure

1. Tell students that they are going to play a game.
2. Divide the class into teams of five and hand out each team a set of cards.
3. Explain that each card contains four clues, such as the continent, nationality, currency, and capital of the country. Warn students not to tell the names of the countries, or show the answers to the other players.
4. Have team members take it in turns to pick up a card from their pile and describe the country to their teams using the clues, e.g. "I come from a country in Asia".
5. If they guess correctly the first time, they score 4 points. If they guess incorrectly, the describer gives the next clue for 3 points. The third clue is worth 2 points, and the last one is 1 point.
6. The team with the most points wins the game.

TEACHER'S NOTES

1C IN THE HEART OF THE CITY

Listening

a **Look at the diagrams and complete the sentences with the words/phrases below. One is extra.**

on the corner of | between | opposite | next to

1 **A:** Where is the funfair?
B: It is _____ the zoo.

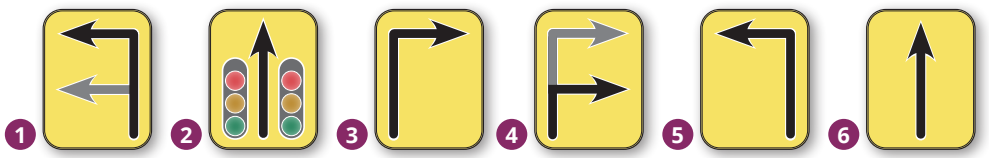
2 **A:** Where is the phone box?
B: It is _____ the café and the park.

3 **A:** Where is the petrol station?
B: It is _____ the bank.

b **Look at the signs below. Write the directions. One is extra.**

Go past the traffic lights. | Go straight on/ahead. | Take the second left.

Turn left. | Go down the street. | Take the first right. | Turn right.



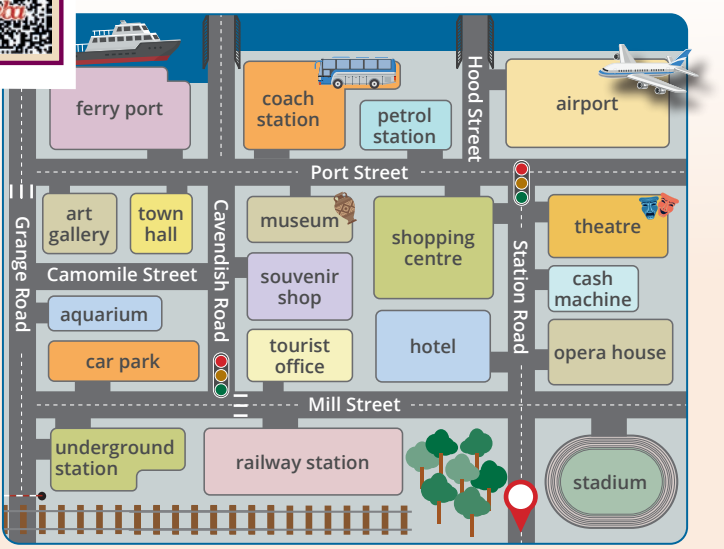
_____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____

c **Listen to the directions. Start from the pin icon on the map and follow the directions. Write the destination you have arrived at.**

Track 1.4

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____



20

1C IN THE HEART OF THE CITY

Listening

a Ask students to look at the diagrams and complete the sentences with the given words/phrases. Remind them that one of the given words/phrases is extra. When students have finished the activity, check the answers with the class.

Answer Key

1 *next to*
2 *between*
3 *opposite*

b Draw students' attention to the signs and ask them to write the correct sentence under each sign. Remind them that one of the given sentences is extra. Allow 1–2 minutes, and then elicit the answers. You can drill the pronunciation of the sentences. You can also tell/show students that the forefinger and thumb of the left hand form an "L" if you think they find it difficult to tell apart "left" and "right".

Answer Key

1 *Take the second left.*
2 *Go past the traffic lights.*
3 *Turn right.*
4 *Take the first right.*
5 *Turn left.*
6 *Go straight on/ahead.*

c Tell students that they are supposed to listen to some directions and follow them on the map. Tell them that their starting point is always the pin icon on the map. Play the first direction as an example and have students follow the directions on the map. Ask "Where are you?" to check if they have arrived at the correct place. After you elicit the answer "aquarium", play the remaining directions pausing after each so the students can write their final destination. Replay the audio if necessary. When students have finished the activity, elicit and check the answers with the class. Track 1.4

Answer Key

1 *aquarium*
2 *airport*
3 *souvenir shop*
4 *coach station*
5 *underground station*
6 *town hall*
7 *cash machine*
8 *ferry port*

Audio Script 1.4

Listen to the directions. Start from the pin icon on the map and follow the directions. Write the destination you have arrived at.

1 Go straight on and take the first left onto Mill Street. Walk past the tourist office and the car park. Then turn right; it's the building on the right.

2 Go straight ahead and go past the traffic lights. Turn left, and then take the first right onto Hood Street; it's opposite the petrol station.

3 Go straight on and take the first left onto Mill Street. Turn right at the traffic lights. It's on the right, between the tourist office and the museum.

4 Go straight ahead and take the first left onto Mill Street. Turn right at the traffic lights, and then turn right into Port Street. It's on the left, next to the petrol station.

5 Go straight on and take the first left onto Mill Street. Walk past the railway station. It's on the left, opposite the car park.

6 Go straight on and go past the traffic lights. Turn left into Port Street, and then walk past the shopping centre and the museum. It's on the left, next to the art gallery.

7 Go straight ahead and walk past the stadium. It's on the right, between the opera house and the theatre.

8 Go straight ahead and take the first left onto Mill Street. Turn right at the traffic lights, and then turn left into Port Street. It's on the right, opposite the town hall and the art gallery.

Speaking

a **Work in pairs. Talk about the following questions.**

1 How can tourists find their way when they get lost in your city/town?

2 Do you think your city/town is tourist-friendly? Why/Why not?

b **Listen to the following dialogue and practise it in pairs.** Track 1.5

Mila: Excuse me, where is the tourist office?

Seth: It's on Mill Street.

Mila: Sorry, I'm new here. How can I get there?

Seth: Go straight ahead and take the first left onto Mill Street. It is on the right, opposite the railway station.

Mila: OK. Thanks a lot.

Seth: You're welcome.

c **Work in pairs. Use the map in *Listening c* and have similar dialogues as in *Exercise b*.**

Student A

asks for directions to the...

- hotel.
- car park.
- museum.
- stadium.
- theatre.

Student B

asks for directions to the...

- petrol station.
- opera house.
- art gallery.
- shopping centre.
- railway station.

d **Work in pairs. Think about the centre of your own city/town. Choose the town square as the starting point. Then take turns to ask for and give directions to the nearest...**

- bank.
- bus stop.
- café.
- cash machine.
- clothes shop.
- park.
- petrol station.
- school.

Did you know

Top 5 cities where tourists generally get lost are:

- Venice, Italy.
- London, England.
- Tokyo, Japan.
- Varanasi, India.
- İstanbul, Türkiye.

Find the photos of these cities on the Net and compare. What have they got in common? Write a few sentences and share them with your classmates.

Speaking

a Ask students to work in pairs and talk about the given questions. Monitor and offer help when needed.

Answer Key

Students' own answers

b Tell students to listen to the dialogue carefully and play the audio. You can also tell them to follow the instructions of the dialogue from the map in *Listening c*. Replay the audio if necessary. Then have students work in pairs and ask them to practise the dialogue. Monitor walking around the classroom and correct the pronunciation mistakes you hear. Track 1.5

Audio Script 1.5

Listen to the following dialogue and practise it in pairs.

Mila: Excuse me, where is the tourist office?

Seth: It's on Mill Street.

Mila: Sorry, I'm new here. How can I get there?

Seth: Go straight ahead and take the first left on to Mill Street. It is on the right, opposite the railway station.

Mila: OK. Thanks a lot.

Seth: You're welcome.

c Put students in pairs and assign each of their roles (Student A—an exchange student and Student B—a local). Tell them to use the map in *Listening c* to ask for/give directions. If you think giving five directions is too much, you can tell students to choose three of the places, considering their level. Tell them to swap roles and start again when they have finished the activity. You can ask them to swap partners for more variety if there is time. Monitor while walking around the classroom and help when necessary. This activity enables students to ask for and give simple directions in simple phrases.

Suggested Answers

Student A

hotel: *Go straight on and walk past the stadium. It's on the left, opposite the opera house.*

car park: *Go straight ahead and take the first left on to Mill Street. Walk past the tourist office; it's on the left, opposite the underground station.*

museum: *Go straight on and take the second left on to Port Street. Go past the petrol station. It's on the left, opposite the coach station.*

stadium: *Go straight ahead and turn right into Mill Street. It's on the right.*

theatre: *Go straight on and walk past the opera house and the cash machine. It's on the right, opposite the shopping centre.*

Student B

petrol station: *Go straight ahead and walk past the traffic lights. Turn left into Port Street; it's on the right, next to the coach station.*

opera house: *Go straight on and walk past the stadium. It's on the right, opposite the hotel.*

art gallery: *Go straight ahead and go past the traffic lights. Turn left into Port Street, and then walk past the shopping centre and the museum. It's on the left, next to the town hall.*

shopping centre: *Go straight on and walk past the opera house and the cash machine. It's on the left, opposite the theatre.*

railway station: *Go straight ahead and take the first left on to Mill Street. It's on the left, opposite the tourist office.*

Speaking

a **Work in pairs. Talk about the following questions.**

1 How can tourists find their way when they get lost in your city/town?

2 Do you think your city/town is tourist-friendly? Why/Why not?

b **Listen to the following dialogue and practise it in pairs.** Track 1.5

Mila: Excuse me, where is the tourist office?

Seth: It's on Mill Street.

Mila: Sorry, I'm new here. How can I get there?

Seth: Go straight ahead and take the first left onto Mill Street. It is on the right, opposite the railway station.

Mila: OK. Thanks a lot.

Seth: You're welcome.

c **Work in pairs. Use the map in *Listening c* and have similar dialogues as in *Exercise b*.**

Student A

asks for directions to the...

- hotel.
- car park.
- museum.
- stadium.
- theatre.

Student B

asks for directions to the...

- petrol station.
- opera house.
- art gallery.
- shopping centre.
- railway station.

d **Work in pairs. Think about the centre of your own city/town. Choose the town square as the starting point. Then take turns to ask for and give directions to the nearest...**

- bank.
- bus stop.
- café.
- cash machine.
- clothes shop.
- park.
- petrol station.
- school.

Did you know

Top 5 cities where tourists generally get lost are:

- Venice, Italy.
- London, England.
- Tokyo, Japan.
- Varanasi, India.
- İstanbul, Türkiye.

Find the photos of these cities on the Net and compare. What have they got in common? Write a few sentences and share them with your classmates.

d Put students in pairs and ask them to visualize the centre of their own city/town. Tell them to choose the town square as their starting point. Then ask them to take turns to ask for and give directions to the nearest bank, bus stop, café, cash machine, clothes shop, park, petrol station, and school. This activity also enables students to ask for and give simple directions in simple phrases.

Did you know?

Ask students to read the information in the box. Then tell them to search the Net to find the photos of the mentioned cities and compare them. Ask them to write a few sentences about the similarities between these five cities. Allow 5–7 minutes, and then encourage students to share their answers with their classmates. If there is no stable connection available, you can set this as homework.

Answer Key

Students' own answers

TEACHER'S NOTES

TEACHER'S NOTES

1D SO FAR, SO GOOD

Writing

a **Skim the text and circle what it is about.**

1 It is about the autumn season.
2 It is about lunchtime duration.
3 It is about social activities.
4 It is about an exchange student.

New message

To: Aslı Demir
Subject: Need help

Dear Aslı,

I am a student at Marble High School in London. I am fourteen years old and in the 9th grade. Next month, I am coming to your school as an exchange student. I know a lot about your school and city, but I am confused. I will be happy if you answer my questions.

Firstly, I know the season is autumn, and the weather is cold in your city, but people are still wearing T-shirts in the photos on the websites. I will stay there for at least six months, so please tell me what clothes to bring. Secondly, I am interested in drama and music. There are some studies about them on your website. I wonder when I can join them. Are these classes in the school programme? Thirdly, please tell me if lunch is free for the students or not. Can you also tell me the lunchtime duration? Finally, there is not any information about social activities. I want to know the activities you do after school and at weekends. Are there any cinemas, theatres, or other social activities in your city? Thanks for your help.

See you soon,
Stephen

Send

b **Scan the text and write the needed information about Stephen below.**

1 **Age:** _____
2 **City:** _____
3 **Class:** _____
4 **Interest:** _____

c **Work in pairs. Ask and answer questions about Stephen as in the example.**

e.g. A: *Where is Stephen from?*
B: *He is from London.*

d **Read the text again and write the things Stephen wants to know.**

1 _____
2 _____
3 _____
4 _____

e **Work in pairs. Write the topics you want to know before going abroad.**

1 _____ **3** _____
2 _____ **4** _____

f **Imagine you are an exchange student, and your partner is abroad. Email him/her to get the information you need. Use the text in *Exercise a* as a model. In your email, you should...**

- start with a greeting.
- introduce yourself.
- ask questions.
- keep your message short.
- end with a sign-off.

g **Check your partner's email if s/he has used the prompts above.**

1D SO FAR, SO GOOD

Writing

a Ask students to skim the text and circle what it is about. Tell them that skimming is a reading strategy using rapid eye movement to move quickly through the text to get general purposes, such as the main idea and type of the text.

Answer Key

4 *It is about an exchange student.*

b Ask students to scan the text and write the needed information about Stephen. Tell them that scanning is a reading strategy using rapid eye movement and keywords to move quickly through the text to get specific facts, such as specific pieces of information and a particular answer to a question. This activity enables students to recognize familiar names, words, and very basic phrases in simple texts such as postcards, greeting cards, and emails.

Answer Key

Age: *14*
City: *London*
Class: *9*
Interest: *Drama and music*

c Ask students to work in pairs. Tell them that they are going to ask and answer questions as in the example. Remind them that they can write their questions and answers in their notebooks before starting the activity. This activity also enables students to recognize familiar names, words, and very basic phrases in simple texts such as postcards, greeting cards, and emails.

Suggested Answers

1 A: *What is Stephen's job?/What does he do?*
B: *He is a student.*

2 A: *How old is he?*
B: *He is fourteen years old.*

3 A: *What grade is he in?*
B: *He is in the 9th grade.*

4 A: *What is the season?*
B: *It is autumn.*

5 A: *How is the weather?*
B: *It is cold.*

6 A: *What is he interested in?*
B: *He is interested in drama and music.*

d Have students read the text again and write the things Stephen wants to know.

Answer Key

1 *weather/clothes*
2 *drama and music time*
3 *lunch/lunchtime*
4 *social activities*

e Ask students to work in pairs and write the topics they want to know before going abroad. Have them share their answers with the class and also ask them to talk about the reasons if they can.

Answer Key

Students' own answers

f Ask students to imagine they are an exchange student, and their partner is abroad. Ask them to email him/her to get the information they need using the text in *Exercise a* as a model. Remind them they will consider the prompts given. This activity enables students to write simple sentences and phrases (a postcard, an email, or a hotel registration form).

g Have students check their partner's email if they have used the prompts given.

TEACHER'S NOTES

Pronunciation

a **Listen and practise the sentences below.** Track 1.6

1. **I'm** fourteen years old.
2. I know **you're** my best friend.
3. **She's** good at English.
4. Look at this photo. **They're** my neighbours.
5. I believe **I've** got the patience to succeed.
6. My friend loves animals. **He's** got a kitten.
7. **We've** got a big gym in our school.

b **Read out the sentences below. Then listen to the audio to check your pronunciation.** Track 1.7

1. **She's** got a driving licence, but she hasn't got a car.
2. My friend and I come from Spain. **We're** in the same class now.
3. The children are in the park now. **They're** so happy.
4. **I've** got lovely flowers for you.
5. **He's** one of my friends.
6. I think **you've** got a brother and a sister.

c **Make sentences as in *Exercise b*. Practise the sentences you have written.**

e- portfolio

Search for your favourite actor/actress, sportsperson, or scientist on the Net. Take notes about his/her personal information, family, or friends. Imagine you are that person and make a video. Talk about yourself in the video. Then present it to your classmates and submit it to your teacher. In your video, you should...

- start with a greeting.
- introduce yourself, acting like you are that person.
- give information about your age, hometown, country, nationality, and job.
- talk about your family members, friends, works, pets, etc.
- end with a bye.

Self-assessment

	Fair	Good	Great
I can understand vocabulary for greetings and conversations in a simple recorded text.			
I can introduce myself and my family members.			
I can ask and answer about my personal belongings.			
I can ask for and give simple directions in simple phrases.			
I can understand familiar names, words, and very basic phrases in emails.			
I can write simple sentences and phrases in an email.			

Pronunciation

a Ask students to listen and practise the sentences. Tell them that they should pay attention to the words in bold. Remind them in everyday speech, the contracted forms of auxiliary verbs are preferred to sound more fluent and natural. This activity enables students to recognize contracted forms of "am, is, are" and "have/has". Track 1.6

Audio Script 1.6

Listen and practise the sentences below.

1 I'm fourteen years old.

2 I know **you're** my best friend.

3 She's good at English.

4 Look at this photo. **They're** my neighbours.

5 I believe **I've** got the patience to succeed.

6 My friend loves animals. **He's** got a kitten.

7 We've got a big gym in our school.

b Have students read out the sentences. Remind them if they have problems with the pronunciation of the words in the sentences, let them ask you or look up in the dictionary. Have them listen to the audio to check their pronunciation. This activity also enables students to recognize contracted forms of "am, is, are" and "have/has". Track 1.7

Audio Script 1.7

Read out the sentences below. Then listen to the audio to check your pronunciation.

1 She's got a driving licence, but she hasn't got a car.

2 My friend and I come from Spain. **We're** in the same class now.

3 The children are in the park now. **They're** so happy.

4 I've got lovely flowers for you.

5 He's one of my friends.

6 I think **you've** got a brother and a sister.

c Ask students to make sentences as in *Exercise b*. Remind them that they can write their sentences in their notebooks. Then have them practise the sentences they have written.

e-portfolio

Give enough time to students to prepare for the task given. Tell them that they will not share their videos on social media or with their friends. Remind them that they are supposed to upload their tasks to the portfolio section on https://www.eba.gov.tr/. Hand out the checklist on page 316. Remind them that they will consider the criteria in the checklist while preparing their video. After students present their tasks in the classroom, ask them to assess each other's videos according to the checklist they have. If needed, they can write some suggestions or compliments for peer assessment on the sheet. Let them swap their assessment lists with each other to see the weaknesses and strengths of their tasks.

Self-assessment

Ask students to think of each criterion comprehensively and then to tick the options for themselves. If they need some help with the theme, retell the topic and give some extra examples, practices, activities, etc.

TEACHER'S NOTES

1A HIT IT OFF!

a **Listen to the conversation between Kamran and Adela. Tick (✔) the sentences you hear.** WB Track 1.1

b **Listen to the audio again. Write True (T), False (F), or Not Mentioned (NM) for the statements below.**

e.g. *Kamran is from Azerbaijan.* *T*

1 Adela is from Spain. ____
2 Kamran and Adela are at the same school. ____
3 Kamran is eighteen years old. ____
4 Kamran likes talking on the phone. ____
5 Adela does not like drinking coffee with Kamran. ____

c **Write a similar dialogue to the one you have listened to in *Exercise a*.**

d **Use the clues below. Find and write the family members in the puzzle.**

H	A	F	A	P	R	R	E	U	E	T	W	C	A
N	N	R	E	H	T	A	F	D	N	A	R	G	E
I	W	E	H	P	E	N	I	E	R	E	T	O	U
R	N	D	E	N	A	H	T	M	S	E	R	R	C
O	H	I	E	N	R	U	M	A	H	R	H	T	O
I	A	C	N	R	R	U	E	L	C	N	U	N	U
O	T	R	B	R	O	T	H	E	R	G	S	T	S
A	I	G	E	S	I	S	T	E	R	P	F	S	I
A	D	E	S	W	N	N	A	A	O	E	H	E	N
U	W	N	S	H	A	C	A	I	E	T	M	I	B
N	N	A	T	S	R	S	T	R	C	O	N	H	A
T	F	H	S	S	E	N	I	E	C	E	T	C	R
H	C	C	A	U	M	H	C	A	H	N	Y	M	C
W	G	R	A	N	D	M	O	T	H	E	R	I	R

1 the daughter of your sister or brother ____
2 the brother of your parents ____
3 the children of your uncle or aunt ____
4 the son of your parents ____
5 the sister of your parents ____
6 the daughter of your parents ____
7 the father of your parents ____
8 the son of your sister or brother ____
9 the mother of your parents ____

WORKBOOK ANSWER KEY

1A HIT IT OFF!

a

- ☐ *How are you?*
- ☑ *How's it going?*
- ☐ *Long time, no see!*
- ☑ *Nice to meet you, too!*
- ☑ *See you later, then.*
- ☐ *What's up?*
- ☑ *Have a nice day.*
- ☐ *Take care.*

b

1 *T*
2 *T*
3 *F – Kamran is seventeen years old.*
4 *NM*
5 *F – Adela likes drinking coffee with Kamran.*

d

1 *niece*
2 *uncle*
3 *cousin*
4 *brother*
5 *aunt*
6 *sister*
7 *grandfather*
8 *nephew*
9 *grandmother*

H	A	F	A	P	R	R	E	U	E	T	W	C	A
N	N	R	E	H	T	A	F	D	N	A	R	G	E
I	W	E	H	P	E	N	I	E	R	E	T	O	U
R	N	D	E	N	A	H	T	M	S	E	R	R	C
O	H	I	E	N	R	U	M	A	H	R	H	T	O
I	A	C	N	R	R	U	E	L	C	N	U	N	U
O	T	R	B	R	O	T	H	E	R	G	S	T	S
A	I	G	E	S	I	S	T	E	R	P	F	S	I
A	D	E	S	W	N	N	A	A	O	E	H	E	N
U	W	N	S	H	A	C	A	I	E	T	M	I	B
N	N	A	T	S	R	S	T	R	C	O	N	H	A
T	F	H	S	S	E	N	I	E	C	E	T	C	R
H	C	C	A	U	M	H	C	A	H	N	Y	M	C
W	G	R	A	N	D	M	O	T	H	E	R	I	R

WB Audio Script 1.1

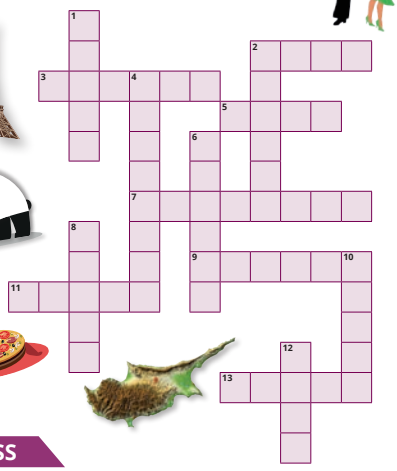
Listen to the conversation between Kamran and Adela. Tick (✔) the sentences you hear.

Kamran: Hi! How's it going?
Adela: Oh, hello! Everything's fine. How about you?
Kamran: So far, so good, thanks. We're classmates, right?
Adela: I think so.
Kamran: Well, my name's Kamran, and yours?
Adela: I'm Adela. Nice to meet you, Kamran.
Kamran: Nice to meet you, too. Where are you from?
Adela: Spain, and you?
Kamran: I'm from Azerbaijan. How old are you?
Adela: I'm seventeen.
Kamran: Oh, you're my age! Let's drink coffee sometime.
Adela: Sure. Here's my phone number. Call me anytime you want.
Kamran: Great! See you later then.
Adela: See you. Have a nice day.

TEACHER'S NOTES

1B VARIETY IS THE SPICE OF LIFE

a **Use the clues below to complete the crossword puzzle.**



ACROSS

2 The capital of Azerbaijan is...
3 The capital of Greece is...
5 A person from Denmark is called...
7 Bangkok is the capital of this country.
9 This country is an island and is famous for its halloumi cheese.
11 Madrid is the capital of this country.
13 This country is the land of pandas.

DOWN

1 People from the Netherlands are called...
2 This country is famous for the samba and its carnivals.
4 A person from Egypt is...
6 The Eiffel Tower is the symbol of this country.
8 This country is famous for its delicious food like pizza and pasta.
10 The capital of Bulgaria is...
12 A person from Finland is...

b **Complete the sentences with the words below. Change the form if necessary.**

exchange multicultural occupation
join degree opportunity benefit

1 I want to _____ the English club to improve my speaking skills.
2 Tim has a master's _____ in mathematics.
3 One of the _____ of doing sport is strengthening your bones and muscles.
4 Please fill in your name, address, and _____.
5 Bilge is a(n) _____ student. She studies mechanical engineering at a university in Germany.
6 We live in a(n) _____ society. There are people from different countries.
7 Travelling is a great _____ to meet new people.

c **Write sentences using the information on the form below.**

LIBRARY REGISTRATION FORM

First Name	Timothy	Last Name	Grayson
Place of Birth	New York	Date of Birth	1982
Address	123 Main Street	City	Houston
State	Texas		
Occupation	Surgeon	Telephone	(051) 847-3400

e.g. *His name is Timothy, and his surname is Grayson. His full name is Timothy Grayson.*

1 _____
2 _____
3 _____
4 _____

d **Match the jobs to the correct definitions below.**

architect accountant chemist
graphic designer software engineer

A person whose job is...

1 to design buildings _____
2 to design pictures and text for books, etc. _____
3 to prepare and sell medicines _____
4 to write computer programs _____
5 to keep and check financial accounts _____

1B VARIETY IS THE SPICE OF LIFE

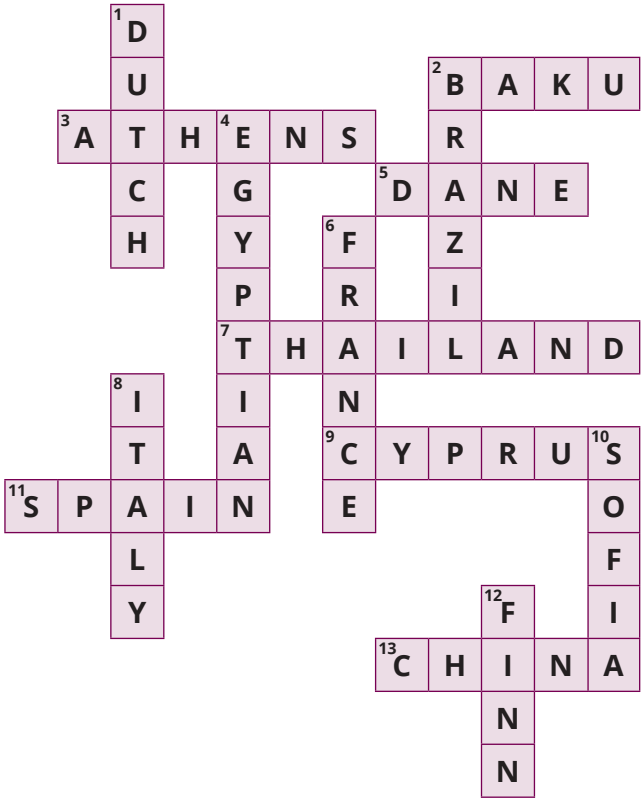
a

ACROSS

2 *Baku*
3 *Athens*
5 *Dane*
7 *Thailand*
9 *Cyprus*
11 *Spain*
13 *China*

DOWN

1 *Dutch*
2 *Brazil*
4 *Egyptian*
6 *France*
8 *Italy*
10 *Sofia*
12 *Finn*



b

1 *join*
2 *degree*
3 *benefits*
4 *occupation*
5 *exchange*
6 *multicultural*
7 *opportunity*

c

1 *He was born in nineteen-eighty two.*
2 *He is from America/the USA/ New York.*
3 *He is American.*
4 *He is a surgeon.*

d

1 *architect*
2 *graphic designer*
3 *chemist*
4 *software engineer*
5 *accountant*

TEACHER'S NOTES

1C IN THE HEART OF THE CITY

a **Match 1–4 to a–d to make meaningful sentences.**

1	Turn ____	**a**	on/ahead.
2	Go straight ____	**b**	the first/second right.
3	Take ____	**c**	the traffic lights.
4	Go past ____	**d**	right/left.

b **Put the sentences into the correct order (1–6) to form a meaningful dialogue.**

- ☐ Sorry, I'm new here. How can I get there?
- ☐ Excuse me, where is the zoo?
- ☐ That's all right.
- ☐ OK. Thank you very much.
- ☐ It's on Carnation Street.
- ☐ Go straight on and go past the second traffic lights. Turn right into Rose Street; it's on the left opposite the funfair.

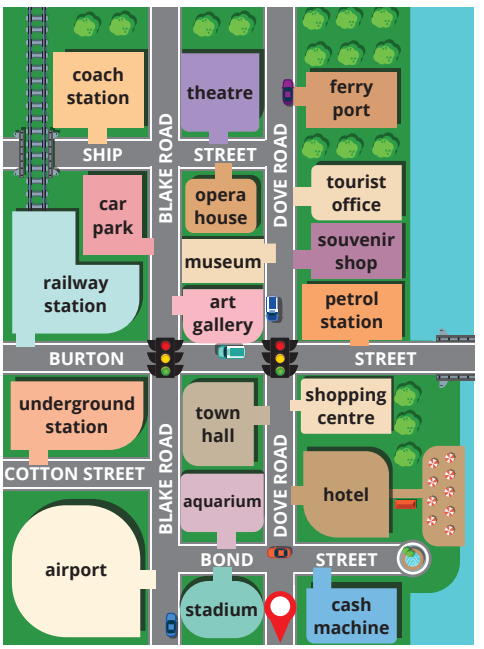
c **Look at the map. Start from the pin icon and follow the directions to complete the dialogues.**

e.g. ***Jo:*** *Sorry, how do I get to the car park?*
Di: *Go straight on and take the first left onto Bond Street. Then turn right and walk past the traffic lights. It's on the left, next to the railway station.*

1 **Tim:** Could you direct me to the opera house?
Moe: Go straight ahead and go past the traffic lights. Then _____ into Ship Street; it's _____, opposite the theatre.

2 **Sue:** Can you tell me the way to the underground station?
Ash: Go straight on and take the first left onto Bond Street. Then _____ and take _____ onto Cotton Street. It's on the right.

3 **Rob:** Excuse me, where is the souvenir shop?
Kim: Go straight on and go past the traffic lights. It's _____, between the tourist office and the petrol station.



d **Look at the map in *Exercise c* and write the answers to the questions in your notebooks.**

1 Can you tell me the way to the airport?
2 Where is the museum?
3 How do I get to the railway station?
4 Where is the nearest cash machine?
5 How can I get to the town hall?
6 Where is the coach station?

1C IN THE HEART OF THE CITY

a

1 *d*
2 *a*
3 *b*
4 *c*

b

3 1 6 5 2 4

c

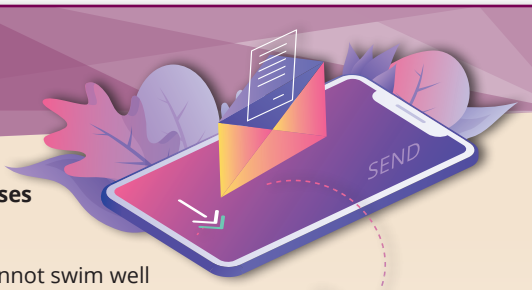
1 *turn left/on the left*
2 *turn right/the first left*
3 *on the right*

d

1 *Go straight ahead and take the first left onto Bond Street. Then turn left into Blake Road; it's on the right.*
2 *Go straight on; go past the traffic lights. It's on the left, between the art gallery and opera house.*
3 *Go straight ahead and take the first left onto Bond Street. Then turn right into Blake Road and turn left at the traffic lights. It's on the right.*
4 *Go straight ahead and take the first right onto Bond Street. It's on the right, opposite the hotel.*
5 *Go straight on and walk past the hotel. It's the building on the left, next to the aquarium.*
6 *Go straight ahead and take the second left onto Burton Street. Turn right at the traffic lights; walk past the car park, and then turn left into Ship Street. It's on the right.*

TEACHER'S NOTES

1D SO FAR, SO GOOD



a **Skim the email and complete it with the phrases below. One is extra.**

a Thanks in advance
b My parents have got a car
c Dear Mr Acar
d We are a big family
e She cannot swim well
f My father is a teacher
g I am also a professional windsurfer

New message

To: Mert Acar
Subject: Need help

_____ **(1)**,

I am Tom from Manchester. I want to make a reservation for one of the hotels in Antalya. Can you book two rooms for us in a hotel? Let me inform you about our needs.

I am a twenty-year-old university student. _____ **(2)**. I hope the hotel has got water sports facilities. Other outdoor sports are enjoyable for us, as well. Especially, playing beach volleyball and board games with my parents is exciting. And also, playing basketball together is our favourite activity. _____ **(3)**. Free parking is important for us. Our stay at the hotel is seven days. It is not a good idea to pay the parking fee. My mother is a fashion influencer, so free Wi-Fi is budget-friendly to share and comment on her posts. _____ **(4)**, and he loves diving and snorkelling. My little sister is six years old. _____ **(5)**, so please make sure the hotel has got a children's pool. Babysitting opportunities and kids' toys are also important for us.

_____ **(6)**.

Tom

Send

b **Read Tom's email and answer the following questions.**

1 Where is Tom from?
_____

2 What does Tom do?
_____

3 Why is free parking important for Tom?
_____

4 Why is Wi-Fi important for Tom's mother?
_____

5 What does his father do?
_____

6 How old is his sister?
_____

c **Tick (✔) Tom's needs in the hotel brochure. Then write his missing needs.**

d **Write a reply to Tom's email in your notebooks. Use the information in *Exercise c*.**

13

1D SO FAR, SO GOOD

a

1 *c*
2 *g*
3 *b*
4 *f*
5 *e*
6 *a*

b

1 *He is from Manchester.*
2 *He is a university student and a professional windsurfer.*
3 *It is not a good idea to pay the parking fee for seven days.*
4 *It is budget-friendly to share and comment on her posts.*
5 *He is a teacher.*
6 *She is six years old.*

c

Activities

- *Beach volleyball* ✔
- *Diving* ✔
- *Board games* ✔
- *Basketball*
- *Snorkelling*

General

- *Wi-Fi* ✔
- *Free parking* ✔

Family-friendly

- *Children's pool* ✔
- *Babysitting* ✔
- *Kids' toys*

TEACHER'S NOTES

2A HOME SWEET HOME

Lead-in

Talk about the following questions with your classmates.

1 Do you live in a city, town, or village? Do you like it? Why/Why not?

2 Can you find all the facilities that you need in your neighbourhood? What are they?

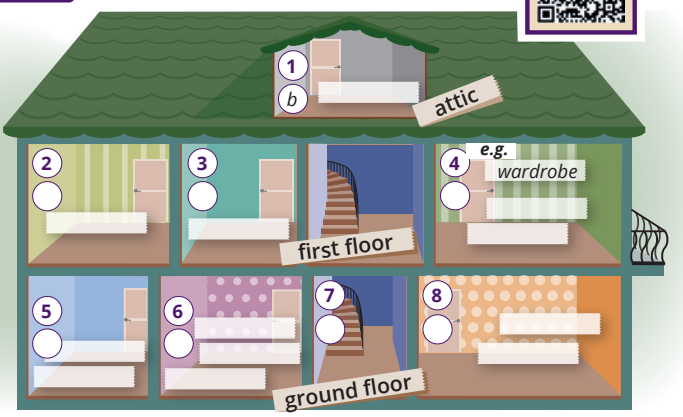
Listening

a **Match the words to the photos on the right. One is extra.**

- ◯ chandelier
- ◯ bath
- ◯ oven
- ◯ cupboard
- ◯ desk
- ◯ wardrobe
- ◯ armchair
- ◯ sofa
- ◯ dishwasher
- ◯ dining table
- ◯ fireplace
- ◯ fridge
- ◯ washing machine
- ◯ chest of drawers

b **Listen to the audio and label the parts of the house with the correct letters (a–h) on the plan below.** Track 2.1

- a living room
- b study
- c kitchen
- d bathroom
- e laundry room
- f bedroom
- g hallway
- h dining room



c **Listen again and put the objects in *Exercise a* into the correct room on the house plan as in the example.**

d **Imagine you want to live a minimalist lifestyle. Work in pairs. Create a list of the things that you need/do not need in your house. Then share your lists with your classmates.**

THEME 2 MY ENVIRONMENT

2A HOME SWEET HOME

Lead-in

Encourage students to talk about the given questions with their classmates.

Answer Key

1 *Students' own answers*

2 *Students' own answers*

Listening

a Ask students to match the given words to the photos. Remind them there is one extra word/phrase that they do not need to use. Then check the answers with the class.

Answer Key

3 *chandelier*
10 *oven*
11 *desk*
8 *armchair*
5 *dining table*
6 *fireplace*
9 *fridge*
13 *washing machine*
4 *chest of drawers*
12 *bath*
2 *cupboard*
1 *wardrobe*
7 *sofa*

b Tell students that they are going to listen to an audio about the parts of a house and the house objects. Remind them to label the parts of the house with the correct letters (a–h) on the plan while they are listening. Play the audio. Ask and elicit the answers. This activity enables students to locate the things as they listen to information about the instructions. Track 2.1

Answer Key

1 *b*	**3** *e*	**5** *c*	**7** *g*
2 *d*	**4** *f*	**6** *h*	**8** *a*

Audio Script 2.1

Listen to the audio and label the parts of the house with the correct letters (a-h) on the plan below.

Hi! I'm Olivia from Guildford. It's a cute town in Surrey, England. I live in a two-storey house in North Street.

Let's get inside the house. The hallway is in the centre of the house. Turn right and walk through the hallway. The room on your right is the living room. It's the largest room in the house, with a big sofa and a fireplace. The first room on the left is the dining room. We have our meals in this room. There's an antique cupboard, a long dining table, and a chandelier over it. Let's get out of this room and go to the next room. The kitchen is the second room on your left. There's a fridge and an oven in it. Go back to the entrance hall and climb up the stairs.

My bedroom is upstairs on your right, opposite the laundry room. It's a large room with a nice balcony. There's a wardrobe, an armchair, and a chest of drawers in my room. Turn left into the hallway. The laundry is the first room on your left. There's only a washing machine in it. Walk to the end of the hall. The bathroom is on the left. There isn't a shower, but there's a bath in it.

Finally, there's a study with a desk in the attic. My favourite room at home is there because it's the best place to read and relax.

TEACHER'S NOTES

2A HOME SWEET HOME

Lead-in

Talk about the following questions with your classmates.

1 Do you live in a city, town, or village? Do you like it? Why/Why not?

2 Can you find all the facilities that you need in your neighbourhood? What are they?

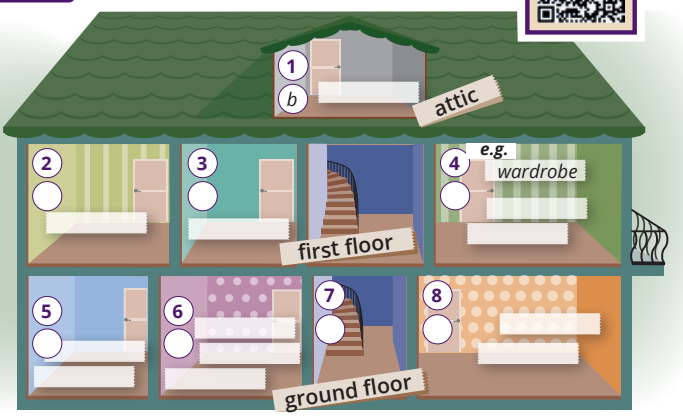
Listening

a **Match the words to the photos on the right. One is extra.**

- ◯ chandelier
- ◯ bath
- ◯ oven
- ◯ cupboard
- ◯ desk
- ◯ wardrobe
- ◯ armchair
- ◯ sofa
- ◯ dishwasher
- ◯ dining table
- ◯ fireplace
- ◯ fridge
- ◯ washing machine
- ◯ chest of drawers

b **Listen to the audio and label the parts of the house with the correct letters (a–h) on the plan below.** Track 2.1

- a living room
- b study
- c kitchen
- d bathroom
- e laundry room
- f bedroom
- g hallway
- h dining room



c **Listen again and put the objects in *Exercise a* into the correct room on the house plan as in the example.**

d **Imagine you want to live a minimalist lifestyle. Work in pairs. Create a list of the things that you need/do not need in your house. Then share your lists with your classmates.**

c Ask students to listen to the audio again to put the objects in *Exercise a* into the correct room on the house plan. Then elicit and check the answers with the class. This activity also enables students to locate the things as they listen to information about the instructions.

Answer Key

1 ***Study:*** *desk*

2 ***Bathroom:*** *bath*

3 ***Laundry room:*** *washing machine*

4 ***Bedroom:*** *armchair, chest of drawers*

5 ***Kitchen:*** *fridge, oven*

6 ***Dining room:*** *cupboard, dining table, chandelier*

7 ***Hallway***

8 ***Living room:*** *sofa, fireplace*

d Ask students to imagine themselves as people who want to live a minimalist lifestyle with less furniture. Explain that choosing a minimalist lifestyle is about living simply and having only what you need to go about your daily life. Living with less furniture means having what we really need in a room and eliminating the rest. Then have them work in pairs to create a list of the things that they definitely need and they never need in their houses. Encourage them to share their lists with their classmates.

TEACHER'S NOTES

TEACHER'S NOTES

Speaking

a **Write the correct preposition under each photo. One is extra.**

in | on | behind | in front of | under | near | between

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

b **Work in pairs. Ask and answer questions about the rooms and the objects below as in the example.**

e.g.

Where's the living room? — *It's downstairs next to the kitchen.*

Is there a computer in it? — *No, there isn't.*

Is there a TV? — *Yes, there is.*

Where's it? — *It's on the wall, between the painting and the clock.*

c **Work in pairs. Tell your partner about your house in turns. Give information about the location of the house, the rooms, and the location of the objects.**

Proverb of the Day

Read the dialogue and answer the following question.

Liz: Oh, honey! I'm so glad to be here! Mountain scenery is breathtaking, and the smell of the cool sea breeze is refreshing. I don't want to leave this place. Maybe we can stay here for a few more days.

Ken: Oh no, Liz! I need to go home and get some rest.

Liz: What? We are already on holiday!

Ken: This place is marvellous, but I can only sleep well in my own bed. Well, **there is no place like home.**

What do you think makes a house feel like home? Why?

Speaking

a Draw students' attention to the photos and ask them to write the correct prepositions under each picture. Remind them there is one extra word that they do not need to use. Then check the answers with the class.

Answer Key

1 *in front of*
2 *under*
3 *in*
4 *on*
5 *behind*
6 *near*

b Draw students' attention to the house plan and the photos of the rooms. You may ask questions to elicit the names of the rooms and the objects located in those rooms. Encourage them to work in pairs to ask and answer questions about the rooms and objects as in the example. This activity enables students to ask and answer questions about the location of things and places.

Answer Key

Students' own answers

c Have students work in pairs. Ask them to tell their partners about their houses in turns. Explain that they will give information about the location of the house, the rooms, and the location of the objects.

Answer Key

Students' own answers

TEACHER'S NOTES

Proverb of the Day

Tell students to read the dialogue and ask them what the meaning of the proverb could be. Have them infer the meaning from the dialogue. Then give them some time to think about the things that make a house feel like home, such as love, family photos, the smell of food, etc. The meaning of the proverb is "Home is the best of all places, and one is most comfortable in one's own surroundings".

Answer Key

Students' own answers

TEACHER'S NOTES

2B PUT YOUR TOWN ON THE MAP!

Reading

a **Match the photos to the names of the places. One is extra.**

village | city | suburb | town

1 _____

2 _____

3 _____

b **Skim the texts. Match the places in *Exercise a* (1–3) to the people (A–C).**

A ☐ **Emma, Germany**

Emma here! My age is seventeen, and I live in Frankfurt. It is a big place, and there are high-rise buildings everywhere. We have got lots of shopping centres and also computer, furniture, games, and sports shops. There are also cinemas, theatres, and cafés near the river. My friends and I see interesting performances there; we sometimes have a picnic by the lake. Living here is a lot of fun.

B ☐ **Sulejman, Bosnia and Herzegovina**

Hello, my name is Sulejman. I am twenty years old, and I live in a very small place. There are thirty houses here, and they are all low-rise buildings. There is a mosque and a school, but there aren't any shops, markets, restaurants, or cafés. Sometimes, village life can be boring, but I like the natural beauty of our village. My family and I generally go for a walk in the forest or climb a mountain.

C ☐ **Noah, Scotland**

Hi, I am Noah. I am nineteen. I live in a small place, but it is not a village. There are not any cinemas or theatres, but there are four restaurants, two parks, a library, and a market. My favourite is the Indian restaurant near the beach because it has beautiful waterfall scenery. Many tourists visit here because there are very nice campsites by the sea. My town is not very big, but I love it.

2B PUT YOUR TOWN ON THE MAP!

Reading

a Draw students' attention to the photos and ask what they can see. Tell them to match and label the photos to the given words. Elicit the answers. Check if they understand that a village is smaller than a town and that a town is not as big as a city.

Answer Key

1 *city*

2 *town*

3 *village*

b Tell students that they are going to skim three people's descriptions of their home towns. Remind them that they do not have to understand all the things in the texts in a skimming activity. Ask students to match people to their home towns. Give them enough time, and then check the answers with the class.

Answer Key

A *1*

B *3*

C *2*

TEACHER'S NOTES

TEACHER'S NOTES

c **Scan the texts. Whose home town has the following places? Write Sulejman, Emma, or Noah.**

1 café _____

2 cinema _____

3 park _____

4 theatre _____

5 market _____

6 mosque _____

7 restaurant _____

8 school _____

9 campsite _____

10 furniture shop _____

d **Answer the questions below according to the text.**

1 What does Sulejman like about his village?

_____

2 Where do Sulejman and his family go for a walk?

_____

3 Where do Emma and her friends have a picnic?

_____

4 Why is the Indian restaurant Noah's favourite?

_____

e **Create your dream town. Then describe its buildings, places, and geographical features in groups as in the example. Use the highlighted and underlined words in the texts.**

e.g. *In my dream town, there is a small river, and there are some beautiful cafés.*

f **Work in pairs. Read and practise the dialogue below. Then have similar dialogues using the following place names.**

Jack: Is there a greengrocer's in your neighbourhood?
Sam: Yes, there is one.
Jack: Where is it?
Sam: It's opposite the restaurant.
Jack: Are there any big libraries in your neighbourhood?
Sam: No, there aren't any.
Jack: Are there any cafés?
Sam: Yes, there are three nice cafés in my neighbourhood.

butcher's baker's chemist's
police station post office
grocer's hospital stationer's

GAME TIME

Hello, Neighbour!

- There are two groups in this game.
- Take the questionnaires and town plans from your teacher.
- Group 2 answers the questionnaire, and then moves around and asks questions to Group 1 until they have found a town to live in.
- Group 1 examines the town plans, finds a name for their town, and then answers Group 2's questions.

c Have students look at the pictures and words for places in a town. Ask them to read the texts to find out whose home town has the given places and tell them to write Sulejman, Emma, or Noah in the blanks provided. When students have finished the activity, put them into pairs to compare their answers. Tell them to point to the words in the texts. This will help them develop a reading strategy to go back and double-check their answers from a text. After students have checked their answers in pairs, elicit full answers. You could model the first sentence: There are cafés near the river in Emma's city.

Answer Key

1 *Emma*
2 *Emma*
3 *Noah*
4 *Emma*
5 *Noah*
6 *Sulejman*
7 *Noah*
8 *Sulejman*
9 *Noah*
10 *Emma*

d Ask students to read the texts in detail one more time to respond to the given questions. Have students do the activity individually. During the activity, walk around the classroom to correct any mistakes you see. Check the answers with the class. This activity enables students to read a simple text for specific information about their neighbourhood/city etc.

Answer Key

1 *Its natural beauty.*
2 *In the forest.*
3 *By the lake.*
4 *Because it has beautiful waterfall scenery.*

e Ask students to create their dream town. Tell them that they are supposed to think about its buildings, places, and geographical features and that they can take notes if they need to. When they are ready, put students into groups of four or five and ask them to describe their dream town in turns as in the example, using the highlighted and underlined words in the texts. Inform students that the highlighted words are names of geographical features, and the underlined ones are adjectives. This activity enables students to ask about and describe their neighbourhood.

f Ask students to read the dialogue silently and allow 1–2 minutes. Then put students in pairs and tell them to practise it with their partners. After they have finished, ask them to have similar dialogues to ask about each other's neighbourhood in turns. Tell them to use the words given in the box. This activity also enables students to ask about and describe their neighbourhood.

TEACHER'S NOTES

c **Scan the texts. Whose home town has the following places? Write Sulejman, Emma, or Noah.**

1 café _____
2 cinema _____
3 park _____
4 theatre _____
5 market _____
6 mosque _____
7 restaurant _____
8 school _____
9 campsite _____
10 furniture shop _____

d **Answer the questions below according to the text.**

1 What does Sulejman like about his village?

_____

2 Where do Sulejman and his family go for a walk?

_____

3 Where do Emma and her friends have a picnic?

_____

4 Why is the Indian restaurant Noah's favourite?

_____

e **Create your dream town. Then describe its buildings, places, and geographical features in groups as in the example. Use the highlighted and underlined words in the texts.**

e.g. *In my dream town, there is a small river, and there are some beautiful cafés.*

f **Work in pairs. Read and practise the dialogue below. Then have similar dialogues using the following place names.**

Jack: Is there a greengrocer's in your neighbourhood?
Sam: Yes, there is one.
Jack: Where is it?
Sam: It's opposite the restaurant.
Jack: Are there any big libraries in your neighbourhood?
Sam: No, there aren't any.
Jack: Are there any cafés?
Sam: Yes, there are three nice cafés in my neighbourhood.

butcher's baker's chemist's
police station post office
grocer's hospital stationer's

GAME TIME

Hello, Neighbour!

- There are two groups in this game.
- Take the questionnaires and town plans from your teacher.
- Group 2 answers the questionnaire, and then moves around and asks questions to Group 1 until they have found a town to live in.
- Group 1 examines the town plans, finds a name for their town, and then answers Group 2's questions.

Hello, Neighbour!

This activity aims to have students ask about and describe town features using the correct forms of *there is* and *there are*.

Materials and Preparation

Copy the town plans on page 305 and the questionnaires on page 306. Make sure you have enough copies of the town plans for one-third of the students, and the questionnaire for the other two-thirds of the students.

Procedure

1 Divide students into two groups. One-third of the students should be in Group 1, and two-thirds should be in Group 2.

2 Divide Group 1 into four subgroups and give each a different town plan. Have them sit in four separate corners of the classroom and tell them to examine the plans at hand and come up with a name for their town. Then give a questionnaire to each student in Group 2 and give them 1–2 minutes to answer it.

3 Explain to Group 2 that the four groups sitting down live in four different towns. Ask the groups for the names of their towns. Tell them that students in Group 2 are looking for a town to live in and that they will try to find the town they like the most.

4 Tell the members of Group 2 to stand up and move around the classroom, asking questions like "Is there a(n) ... in your town?" or "Are there any ... in your town?" till they find the one they like the most. Tell students that if they can find a town to live in, they are supposed to stay there. When everyone has found a town, count the town residents and announce the most popular town.

2C UNIQUE HOME TOWNS

Listening

a **Work in pairs. Talk about your home town. Consider the points below.**

1 The view of your home town
2 The cost of living in your home town
3 The weather in your home town

b **Listen to three different people talking about their cities and match the cities/countries to the photos. One is extra.**

Track 2.2

a Florence/Italy
b Moscow/Russia
c Bali/Indonesia
d Seoul/South Korea

1 _____

2 _____

3 _____

c **Listen to the audio again and complete the table below.**

	Seoul	Bali	Florence
City view			
Dishes			
Weather			

d **Listen again and answer the following questions.**

1 What is expensive in Seoul?
_____
2 How is the weather in Seoul?
_____
3 How is the cost of living in Bali?
_____
4 Which climate has Bali got?
_____
5 What is Florence famous for?
_____
6 Why is life in Florence simple?
_____

e **Talk about which place in *Exercise b* you want to live in. Why?**

2C UNIQUE HOME TOWNS

Listening

a Ask students to work in pairs and talk about their home towns. Tell them that they should consider the points given. Have students take notes before expressing their opinions.

b Before starting the activity, you can ask students what they know about these cities. Tell them that they are going to listen to three different people talking about their cities and match the cities/countries to the photos. Check the answers with the class.

Track 2.2

Answer Key

1 *d*

2 *c*

3 *a*

Audio Script 2.2

Listen to three different people talking about their cities and match the cities/countries to the photos. One is extra.

Speaker 1

I love living in Seoul. It is the capital and the largest city in South Korea. The city has got skyscrapers, luxury hotels, and modern structures. There are a lot of wonderful museums and galleries with low or no entry fees. Transportation and shopping are affordable, but housing is expensive. And let me say how much I love its traditional spicy dishes; they're really delicious. The weather is also perfect for me. The summer is long, warm, and sometimes rainy, but the winter is short and freezing. The only thing I don't like about this city is the noise.

Speaker 2

Living in Bali—the most famous island in Indonesia—is perfect. The beautiful mountain scenery, tropical beaches, and waterfalls are amazing. The Balinese people are friendly and welcoming. It is not crowded or stressful; it is one of the safest places. I can find very delicious dishes from different cultures. The cost of living here is affordable, not expensive. Bali is located very near the equator, so it's warm throughout the year. It has got a tropical climate. I love this peaceful place very much.

Speaker 3

I feel lucky to live in Florence, a wonderful city in Italy. It is famous for its history, fine art, and architecture. The city is not too big or too small. Life is simple here; I can go everywhere on foot. Italian food is famous all over the world, especially the traditional dishes in Florence. The weather is also pleasant for me. The summers are short and hot, and the winters are long and cold. The only thing I don't like about this city is the expensive cost of living. Everything is expensive here.

c Ask students to listen to the audio again and complete the table. If needed, play the audio once again. Remind them they do not have to catch and write all the information; just the short answers are enough. Check the answers with the class.

Answer Key

	Seoul	*Bali*	*Florence*
City view	*skyscrapers, luxury hotels, and modern structures*	*beautiful mountain scenery, tropical beaches, and waterfalls*	*its famous history, fine art, and architecture*
Dishes	*traditional spicy dishes*	*dishes from different cultures*	*traditional dishes*
Weather	*warm summer and freezing winter*	*warm and tropical climate*	*hot summer and cold winter*

2C UNIQUE HOME TOWNS

Listening

a **Work in pairs. Talk about your home town. Consider the points below.**

1 The view of your home town
2 The cost of living in your home town
3 The weather in your home town

b **Listen to three different people talking about their cities and match the cities/countries to the photos. One is extra.**

Track 2.2

a Florence/Italy
b Moscow/Russia
c Bali/Indonesia
d Seoul/South Korea

1 _____

2 _____

3 _____

c **Listen to the audio again and complete the table below.**

	Seoul	Bali	Florence
City view			
Dishes			
Weather			

d **Listen again and answer the following questions.**

1 What is expensive in Seoul?
_____
2 How is the weather in Seoul?
_____
3 How is the cost of living in Bali?
_____
4 Which climate has Bali got?
_____
5 What is Florence famous for?
_____
6 Why is life in Florence simple?
_____

e **Talk about which place in *Exercise b* you want to live in. Why?**

d Ask students to answer the questions according to the audio. Remind them they should read the questions before listening to the audio so that they can be familiar with the vocabulary and structures. This activity enables students to respond to the questions related to the topic of a recorded text/video.

Answer Key

1 *Housing is expensive in Seoul.*

2 *The summer is long and warm, but the winter is short and freezing.*

3 *It is affordable, not expensive.*

4 *It has got a tropical climate.*

5 *It is famous for its history, fine art, and architecture.*

6 *He can go everywhere on foot.*

e Tell students they should take notes before sharing their ideas about the cities with the class. Ask them to talk about which place in *Exercise b* they want to live in and the reasons. Remind them they can ask and answer the questions each other when they share their ideas with the class.

Answer Key

Students' own answers

TEACHER'S NOTES

TEACHER'S NOTES

Speaking

a **Look at the photos. Which of the words below do you think suit each photo?**

stressful | safe | noisy | peaceful | crowded | relaxing | lively | quiet | green

b **Work in groups. Talk about which place in *Exercise a* is the best for you as in the example.**

e.g. *I love green and quiet places like the Ayder Plateau. People in small towns are not in a rush to catch buses, get to work, or go to school. Living in nature, in my opinion, is always good for our health.*

I love big cities because I can find everything I need there. People are busy with their jobs and doing activities like going to the cinema and concerts. İstanbul is perfect for me.

c **Describe the photos below and make sentences as in the example.**

e.g. *London is busier than Paris.*
London looks more beautiful than Paris.

d **Work in pairs. Compare your city with the cities above.**

Did you know

The largest cities in the world with more than 20 million people are Tokyo, Delhi, Seoul, Shanghai, New York, São Paulo, Mexico City, Cairo, Mumbai, Beijing, and Dhaka. Tokyo is the largest city in the world, with a population of 37 million.

Search for these cities on the Net. Make a note of which country the cities are in and look at their photos. Then compare and write sentences about them. Share them with the class.

Speaking

a Ask students to look at the photos and decide which words suit each. Remind them they should look at the photos carefully and think of the crowded places and their problems available, or vice versa. Check the answers with the class.

Answer Key

Students' own answers

b Ask students to work in groups and talk about the best place for them in *Exercise a* as in the example. Have them read the speech bubbles to notice how to express their thoughts about a place. Tell them that they do not need to speak in long sentences; a few simple sentences are enough. Let them share their opinions with the class.

c Before students do the activity, elicit and check their knowledge of the target structures. Ask them to describe the photos and make sentences as in the example. This activity enables students to compare people, places, and objects around them.

Suggested Answers

1 *People in London are younger than people in Paris.*

2 *The weather in London is hotter than the weather in Paris.*

3 *Paris looks more peaceful than London.*

4 *The buildings in London are more historical than the buildings in Paris.*

d Have students work in pairs to compare their city with the cities in *Exercise c*. Tell them they can write their sentences before sharing them with the class. This activity also enables students to compare people, places, and objects around them.

Did you know?

Ask students to read the information in the box. Then ask them if they think it is interesting or not. Let them share their opinions with the class. You can give them this part as homework. Tell them they will search for the cities on the Net. Ask them to take notes in which countries they are and look at their photos to compare and write sentences about them. Let them share their sentences with the class.

Answer Key

Students' own answers

TEACHER'S NOTES

2D BEYOND COMPARISON

Writing

a **Skim the texts and write the names of the cities on the brochures.**

Quebec City

Ica

Manaus

a _____ is located in the Brazilian state of Amazonas. It is the seventh largest city in Brazil. It has an area of 101,475 km² and a population of 2,634,085 people. The city is in the middle of the Amazon Rainforest. It has a tropical rainforest climate. The average temperature is around 27°C in a year. There are lots of national parks, waterfalls, and swimming areas.

b _____ is one of the oldest European settlements in North America. It is the eleventh largest city in Canada. It has an area of 3,409 km² and a population of 836,837 people. It has a cold climate. The average temperature is around 9°C in a year. There are many rivers, parks, and forests. There is also a port on the St. Lawrence River.

c _____ is a city in southern Peru. It is the capital city of its district. It has an area of 21,328 km² and a population of 975,200 people. It has a hot and dry climate. The average temperature is around 29°C in a year. The city is surrounded by the desert, and there are places to do sandboarding. There is also an oasis called Huacachina.

b **Complete the missing parts on the chart to compare the cities in *Exercise a*. Use stars to rank.**

(low to high)	Quebec City	Ica	Manaus
Population	★	★★	★★★
Area	_____	★★	_____
Average Temperature	_____	_____	_____

c **Write sentences as in the example to compare the cities above.**

e.g. *Ica is more crowded than Quebec City. Manaus is the most crowded city.*

1 _____

2 _____

3 _____

d **Write a few sentences to describe the city you live in.**

2D BEYOND COMPARISON

Writing

a Tell students to skim the texts and look at the photos. Ask them to match the cities to the texts, and write the names on the brochures. Give them some time to complete the activity. Then read the texts aloud and elicit the answers.

Answer Key

a *Manaus*

b *Quebec City*

c *Ica*

b Ask students to complete the missing parts on the chart to compare the cities using the information given in *Exercise a*. Give them some time to complete the activity, and then elicit the answers. This activity enables students to fill in a chart comparing cities in different countries/Türkiye.

Answer Key

(low to high)	*Quebec City*	*Ica*	*Manaus*
Population	★	★★	★★★
Area	★	★★	★★★
Average Temperature	★	★★★	★★

c Tell students to study the sentences in the example and write more sentences. Give them some time to complete the activity. Then encourage them to read aloud the sentences they have written.

Suggested Answers

1 *Ica is larger than Quebec City.*

2 *Manaus is the largest city.*

3 *Quebec City is the coldest city.*

d Ask students to write a description of the city they live in on their notebooks, similar to the ones in *Exercise a*. Give them enough time to complete the activity. Then encourage them to read aloud the descriptions they have written. This activity enables students to describe different environments in simple sentences and phrases.

TEACHER'S NOTES

Pronunciation

a **Listen and practise the words below.** Track 2.3

/ɪ/		/iː/	
big	pretty	coffee	please
build	system	people	police
busy	women	piece	these

b **Listen and tick (✔) the sentences you hear.** Track 2.4

1 **a** ☐ The bean is under the table.
b ☐ The bin is under the table.

2 **a** ☐ Are there any high heels?
b ☐ Are there any high hills?

3 **a** ☐ How can she live?
b ☐ How can she leave?

4 **a** ☐ Have a look at this meal!
b ☐ Have a look at this mill!

5 **a** ☐ Where is the ship?
b ☐ Where is the sheep?

c **Put the words in the correct column. Then listen and check your answers.** Track 2.5

fifty feet fifteen machine
sit kitchen his fill
Japanese eat it he's

/ɪ/	/iː/

d **Listen to the tongue twisters. Then practise them as fast as you can.** Track 2.6

1 I eat meal in high heels while you feel ill on high hills.

2 Six silly sheep weep and sleep if cheeky little chicks see fish.

e- portfolio

Pick two cities that you want to live in in the future. Search the Net for further information about their population, climate, etc. Prepare e-brochures for both of them. Present the brochures to your classmates. Vote for the best.

Self-assessment

	Fair	Good	Great
I can locate the things as I listen to information about the instructions.			
I can ask about and describe my neighbourhood.			
I can compare people, places, and objects around me.			
I can ask and answer questions about the location of things and places.			
I can read a simple text for specific information about my neighbourhood, city, etc.			
I can describe different environments in simple sentences and phrases.			

Pronunciation

a Tell students to listen to the audio and practise the given words. Replay the audio if necessary. Track 2.3

Audio Script 2.3

Listen and practise the words below.

/ɪ/	/iː/
big	coffee
build	people
busy	piece
pretty	please
system	police
women	these

b Ask students to listen to the audio carefully and tick the sentences they have heard. Replay the audio if necessary. Then elicit the answers. This activity enables students to differentiate the /ɪ/ and /iː/ sounds. Track 2.4

Answer Key

1 ***a*** *The bean is under the table.*
2 ***b*** *Are there any high hills?*
3 ***b*** *How can she leave?*
4 ***b*** *Have a look at this mill!*
5 ***a*** *Where is the ship?*

TEACHER'S NOTES

Audio Script 2.4

Listen and tick (✔) the sentences you hear.

1 The bean is under the table.
2 Are there any high hills?
3 How can she leave?
4 Have a look at this mill!
5 Where is the ship?

c Before they listen to the audio, tell students to practise the given words and put them in the correct column. Then have them listen to the audio and check their answers. This activity also enables students to differentiate the /ɪ/ and /iː/ sounds. Track 2.5

Answer Key

/ɪ/	/iː/
fifty	*Japanese*
sit	*feet*
kitchen	*eat*
his	*fifteen*
it	*machine*
fill	*he's*

Audio Script 2.5

Put the words in the correct column. Then listen and check your answers.

fifty	fifteen
sit	his
Japanese	it
feet	machine
kitchen	fill
eat	he's

Pronunciation

a **Listen and practise the words below.** Track 2.3

/ɪ/		/iː/	
big	pretty	coffee	please
build	system	people	police
busy	women	piece	these

b **Listen and tick (✔) the sentences you hear.** Track 2.4

1 **a** ☐ The bean is under the table.
b ☐ The bin is under the table.

2 **a** ☐ Are there any high heels?
b ☐ Are there any high hills?

3 **a** ☐ How can she live?
b ☐ How can she leave?

4 **a** ☐ Have a look at this meal!
b ☐ Have a look at this mill!

5 **a** ☐ Where is the ship?
b ☐ Where is the sheep?

c **Put the words in the correct column. Then listen and check your answers.** Track 2.5

fifty sit Japanese feet kitchen eat fifteen his it machine fill he's

/ɪ/	/iː/

d **Listen to the tongue twisters. Then practise them as fast as you can.** Track 2.6

1 I eat meal in high heels while you feel ill on high hills.

2 Six silly sheep weep and sleep if cheeky little chicks see fish.

e- portfolio

Pick two cities that you want to live in in the future. Search the Net for further information about their population, climate, etc. Prepare e-brochures for both of them. Present the brochures to your classmates. Vote for the best.

Self-assessment

	Fair	Good	Great
I can locate the things as I listen to information about the instructions.			
I can ask about and describe my neighbourhood.			
I can compare people, places, and objects around me.			
I can ask and answer questions about the location of things and places.			
I can read a simple text for specific information about my neighbourhood, city, etc.			
I can describe different environments in simple sentences and phrases.			

d Have students listen to the tongue twisters. Tell them to practise them as fast as they can. You can have them work individually, in pairs, or in groups. Encourage them to repeat the tongue twisters aloud. This activity also enables students to differentiate the /ɪ/ and /iː/ sounds. Track 2.6

Audio Script 2.6

Listen to the tongue twisters. Then practise them as fast as you can.

1 I eat meal in high heels while you feel ill on high hills.

2 Six silly sheep weep and sleep if cheeky little chicks see fish.

e-portfolio

Tell students to prepare two brochures for the cities they want to live in in the future using media tools. Remind them that they are supposed to upload their brochures to the portfolio section on https://www.eba.gov.tr/. Give them one minute to present their brochures on the smartboard. Then vote for the top five. Print the most-voted brochure and display them on the bulletin board in the classroom.

Self-assessment

Ask students to think of each criterion comprehensively and then to tick the options for themselves. If they need some help with the theme, retell the topic and give some extra examples, practices, activities, etc.

TEACHER'S NOTES

TEACHER'S NOTES

2A HOME SWEET HOME

a **Listen to the audio and complete the table below.**

WB Track 2.1

Type of the house: _____

Floor: _____

Location: _____

The number of rooms: _____

Rooms: _____

b **Listen again and answer the following questions.**

1 Where is Gabriela from?
_____

2 What is in her kitchen?
_____

3 Where is the bathroom?
_____

4 What is her favourite place at home?
_____

c **Read the clues and complete the words/ phrases below.**

1 You watch TV in this room.
___ i ___ i n ___ r ___ ___ m

2 You park your car here.
___ a ___ ___ g ___

3 You eat meals in this room.
d ___ ___ i ___ g ___ o ___ ___

4 You can wash and iron your clothes here.
___ a ___ ___ ___ ___ y ___ ___ ___ m

5 You can take a shower in this room.
___ ___ ___ h ___ ___ ___ ___

6 You prepare and cook meals here.
___ ___ ___ ___ ___ ___ n

7 This room is under the roof of a house.
a ___ ___ ___ ___

8 You can read or work quietly in this room.
___ ___ ___ d ___

d **Find the five differences in the following pictures and make sentences as in the example.**

A

B

e.g. *The blue box is between the bookcase and the desk in picture A, but it is under the desk in picture B.*
There is a map on the wall in picture A, but there isn't a map in picture B.

1 _____
_____

2 _____
_____

3 _____
_____

4 _____
_____

5 _____
_____

WORKBOOK ANSWER KEY

2A HOME SWEET HOME

a

Type of the house: *flat*
Floor: *third floor*
Location: *city centre*
The number of rooms: *four*
Rooms: *a living room, a bedroom, a kitchen, and a bathroom*

b

1 *She is from Romania/Cluj-Napoca.*
2 *There is a fridge, a dishwasher, a cooker, and a small white cupboard in her kitchen.*
3 *It is next to the living room.*
4 *Her favourite place at home is the balcony.*

c

1 *living room*
2 *garage*
3 *dining room*
4 *laundry room*
5 *bathroom*
6 *kitchen*
7 *attic*
8 *study*

d

1 *The bag is on the bed in picture A, but it is in the blue box in picture B.*
2 *There is a cup between the laptop and the books in picture A, but it is next to the lamp in picture B.*
3 *There are flowers in the vase in picture A, but there aren't any flowers in picture B.*
4 *There is a bicycle in front of the bed in picture A, but there isn't a bicycle in picture B.*
5 *The skateboard is behind the blue box in picture A, but it is behind the cushions in picture B.*

WB Audio Script 2.1

Listen to the audio and complete the table below.
I'm Gabriela from Cluj-Napoca, the most beautiful city in Romania. I live in a small flat in the city centre. It's on the third floor and has got four rooms: a living room with a small balcony, a bedroom, a kitchen, and a bathroom. My bedroom is quite large. There's a double-sized bed, a wardrobe, and a desk in it. In the kitchen, there is a fridge, a dishwasher, a cooker, and a small white cupboard. There is not a table in the kitchen because it is very small. The living room is opposite the kitchen. And finally, there is a small bathroom next to the living room. My favourite place at home is the balcony because it's the best place to read a book.

TEACHER'S NOTES

2B PUT YOUR TOWN ON THE MAP!

a **Read the forum entries. Whose dream town has the following geographical features? Write Dora, Sammy, or Boris.**

https://forum.city-life.com/viewtopic.php?f=14&t=17749

What is your dream town like?

» by Dora » Wed Jan 26, 2022 11.33 p.m.

Dora
Admin
Posts: 571

Myville is not a very big city, but it is very interesting. There are a lot of restaurants and lots of shops, and there is classical music everywhere. There are some beautiful places near the city centre—some beautiful parks and great waterfalls. It is an excellent place!

Sammy
Newbie
Posts: 18

Samsbury is a small village near Lake Bombo in the mountains. It is a really beautiful, quiet place—there is only one school, one park, and one small market. There is also an old railway station here and some campsites in the forest for tourists.

Boris
Member
Posts: 363

Funnington is a very busy town. There are lots of shopping centres and cafés, and there is a language school with students from different countries. My town is a nice place. There is an old bridge over the River Byle. There are also some beautiful beaches by the sea.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

b **Read the entries again. Write Myville (M), Samsbury (S), or Funnington (F) for the statements below.**

1 It is not a town or a city. _____
2 It is very busy. _____
3 It is not a boring place. _____
4 There is a language school. _____
5 It is not a busy or noisy place. _____
6 There is an old railway station. _____
7 There are some beautiful parks. _____
8 There is an old bridge. _____
9 There are lots of places to eat. _____
10 There are campsites for tourists. _____

c **Write five sentences with the words in the boxes below.**

There is/isn't/ are/aren't...

- museum
- hospital
- mosque
- river
- school
- cinema
- lake

in my...

- country
- village
- town
- city
- neighbourhood

e.g. *There are three museums in my city. There aren't any cinemas in my neighbourhood.*

1 _____
2 _____
3 _____
4 _____
5 _____

2B PUT YOUR TOWN ON THE MAP!

a

1 *Sammy*
2 *Dora*
3 *Boris*
4 *Sammy*
5 *Boris*
6 *Sammy*
7 *Boris*

b

1 *S*
2 *F*
3 *M*
4 *F*
5 *S*
6 *S*
7 *M*
8 *F*
9 *M*
10 *S*

c

Students' own answers

TEACHER'S NOTES

TEACHER'S NOTES

2C UNIQUE HOME TOWNS

a **Listen to the audio and answer the questions.** WB Track 2.2

1 Where is the town?
_____

2 How are the parks there?
_____

3 Why is he not worried about getting lost?
_____

4 How are the people there?
_____

5 What is missing in the town?
_____

6 How can he access the films and plays?
_____

b **Listen to the audio again and match the topics to the information below. One is extra.**

1 landmarks ____
2 town centre ____
3 buildings ____
4 people ____

a two or three storeys
b friendly, welcoming, and helpful
c quiet, relaxing, and peaceful
d not too crowded
e tombs, bridges, and minor structures

c **Complete the sentences with the words in the parentheses as in the example.**

e.g. *In my opinion, English class is easier than other classes.* ***(easy)***
This film is more boring than the previous one. ***(boring)***

1 The city centre is _____ than the other places in the city. **(crowded)**
2 Today I feel _____ than yesterday. **(good)**
3 Our school is _____ from the city centre than yours. **(far)**
4 I am _____ than my sister. **(tall)**

d **Look at the photos below. Compare and make sentences about them as in the example.**

A

B

e.g. *I think the view in photo A is more beautiful than the view in photo B.*

2C UNIQUE HOME TOWNS

a

1 *It is in the north of Türkiye.*
2 *They are quiet, relaxing, and peaceful.*
3 *Because the town centre isn't too crowded.*
4 *They are friendly, welcoming, and helpful.*
5 *Cinema and theatre are missing.*
6 *He can access them on the Net.*

b

1 *e*
2 *d*
3 *a*
4 *b*

c

1 *more crowded*
2 *better*
3 *farther/further*
4 *taller*

d

Suggested Answers

1 *The place in photo B is more crowded than the place in photo A.*
2 *The buildings in photo B are taller than the buildings in photo A.*
3 *Photo A is greener than photo B.*
4 *The tables in photo A are larger than the tables in photo B.*

TEACHER'S NOTES

WB Audio Script 2.2

Listen to the audio and answer the questions.
I live in a very small town in the north of Türkiye. I feel lucky to live in this green town. There aren't enough words to describe my home town, but I'll try to tell it. There are a lot of natural and historical places here. In particular, the parks are quiet, relaxing, and peaceful. They're the best places to meet my friends after school. We have historical landmarks such as tombs, bridges, and minor structures. The town centre isn't too crowded, so I'm not worried about getting lost or having trouble finding my way around. There aren't any tall structures; all the buildings have two or three storeys. People are friendly, welcoming, and helpful. The thing I want to see in the town is a cinema. There isn't a cinema or a theatre here. Indeed, it isn't a big problem for me at all because I can access all the films and plays available on the Net.

TEACHER'S NOTES

2D BEYOND COMPARISON

a **Read the paragraph about Bolu and complete the missing parts in the chart below.**

Bolu is a city located in the Black Sea Region of Türkiye. It has an area of 8,323 km² and a population of 316,126 people. It has a cold climate. The average temperature is around 10.9°C in a year. There are lakes, rivers, hot springs, mountains, and forests.

City	Population	Area	Average Temperature	Environment
Bolu	316,126	_____ _____ _____ _____ 8,323 km²	10.9°C/year	_____ _____ _____ _____ _____
Şanlıurfa	2,115,256	The South-eastern Anatolia Region 19,242 km²	19°C/year	Traditional houses Ancient ruins Mosques Temples Turkish baths
Muğla	1,000,773	The Aegean Region 12,655 km²	15°C/year	Traditional houses Mountains Lakes Rivers Beaches Bays

b **Write similar paragraphs as in *Exercise a* for Şanlıurfa and Muğla.**

c **Write True (T) or False (F) for the statements below.**

e.g. *Bolu is the coldest city of all.* *T*

1 Bolu is warmer than Şanlıurfa. ____

2 Şanlıurfa is the most crowded city of all. ____

3 Muğla is larger than Bolu. ____

4 Şanlıurfa is the smallest of all. ____

5 Muğla is colder than Şanlıurfa. ____

2D BEYOND COMPARISON

a

Area

The Black Sea Region

Environment

Lakes

Rivers

Hot springs

Mountains

Forests

b

Şanlıurfa is a city located in the South-eastern Anatolia Region of Türkiye. It has an area of 19,242 km^2 and a population of 2,115,256 people. It has a hot climate. The average temperature is around 19°C in a year. There are traditional houses, ancient ruins, mosques, temples, and Turkish baths.

Muğla is a city located in the Aegean Region in Türkiye. It has an area of 12,655 km^2 and a population of 1,000,773 people. It has a warm climate. The average temperature is around 15°C in a year. There are traditional houses, mountains, lakes, rivers, beaches, and bays.

c

1 *F*

2 *T*

3 *T*

4 *F*

5 *T*

TEACHER'S NOTES

TEACHER'S NOTES

3A LEISURE PURSUITS

Lead-in

Talk about the following questions with your classmates.

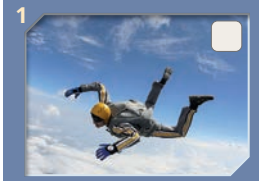
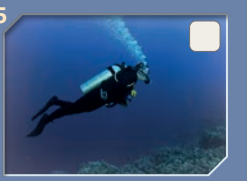
1 Do you like watching films at home in your free time? Why/Why not?

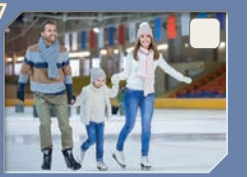
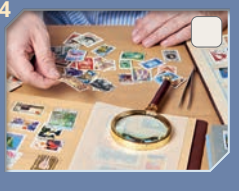
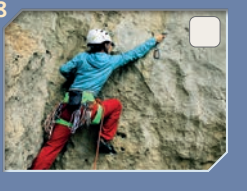
2 What kinds of films do you like? Why?

Listening

a **Match the words/phrases to the photos. Four words/phrases are extra.**

a	doing archery	g	climbing
b	cycling	h	horse riding
c	scuba diving	i	skydiving
d	caving	j	watching films
e	reading books	k	ice skating
f	listening to music	l	collecting stamps

b **Listen to the audio and write which hobby or free-time activity each person likes and dislikes.** Track 3.1

		LIKES	DISLIKES
1	Marwa		
2	Ishaan		
3	Audrey		
4	Samuel		
5	Diego		

c **Read the following sentences. Then listen to the audio again and tick (✔) the correct ones.**

Marwa
1 ☐ Marwa's favourite genres are romance, fantasy, and horror.
2 ☐ Marwa prefers indoor activities to outdoor activities.

Ishaan
1 ☐ Ishaan goes to the stables with his parents on Saturdays.
2 ☐ Ishaan thinks collecting stamps is not interesting.

Audrey
1 ☐ Audrey prefers watching films with her brothers online.
2 ☐ Audrey thinks scuba diving is not a dangerous sport.

Samuel
1 ☐ Samuel and his sister are both fond of cycling.
2 ☐ Samuel is not keen on indoor sports.

Diego
1 ☐ Diego practises archery after school.
2 ☐ Diego thinks ice skating is amusing.

d **Make three sentences about your preferences for the activities in *Exercise a* as in the example. Use the words below. Then share them with your classmates.**

amusing | comforting | exciting | interesting | fascinating | relaxing

e.g. *I prefer fishing to gardening because it is enjoyable.*

THEME 3 MOVIES

3A LEISURE PURSUITS

Lead-in

Ask students to read the given questions. Give them some time to think about them and encourage them to share their opinions with the class.

Answer Key

1 *Students' own answers*

2 *Students' own answers*

Listening

a Ask students to match the given words/phrases to the photos. Remind them that four of the words/phrases are extra. When students have finished the activity, check the answers with the class.

Answer Key

1 *i*

2 *b*

3 *d*

4 *l*

5 *c*

6 *a*

7 *k*

8 *g*

b Tell students that they will listen to five people talking about the hobbies or free-time activities they like and dislike. Ask them to write the likes and dislikes of each person. Play the audio, and then check the answers with the class. This activity enables students to detect familiar words/phrases about likes/dislikes and hobbies in a recorded text. Track 3.1

Answer Key

	LIKES	DISLIKES
1 ***Marwa***	*reading books*	*skydiving*
2 ***Ishaan***	*horse riding*	*collecting stamps*
3 ***Audrey***	*watching films*	*scuba diving*
4 ***Samuel***	*cycling*	*caving*
5 ***Diego***	*(doing) archery*	*ice skating*

Audio Script 3.1

Listen to the audio and write which hobby or free-time activity each person likes and dislikes.

1 Marwa: My favourite book genres are romance, fantasy, and Gothic. I read three books every month, and I've got a big library in my room. I love reading at home in my free time. My friends go skydiving at the weekend, but I don't go with them because I prefer indoor activities to outdoor activities.

2 Ishaan: I'm fond of being outdoors in my free time. Taking a ride on horseback along scenic rivers is just perfect! My parents and I go to the stables on Sundays to enjoy horse riding. They're also crazy about collecting stamps, but I dislike it because it's boring.

3 Audrey: I'm keen on all kinds of films: animation, horror, etc. Every weekend, I watch films with my brothers on online platforms. They're in the school's scuba diving club, and they sometimes go diving. I dislike this sport because I think it's dangerous.

4 Samuel: I don't prefer going to school by bus; I go by bike with my sister. After school, we take the longest route to our house because we both love cycling, and we both like outdoor sports. My sister also loves caving, but I don't think it's interesting.

5 Diego: I'm really interested in archery, and I'm very lucky that there's an archery club at school. We practise on Monday, Wednesday, and Friday after school. There is also an ice skating club at school, but I don't prefer joining it because it's not amusing at all.

3A LEISURE PURSUITS

Lead-in

Talk about the following questions with your classmates.

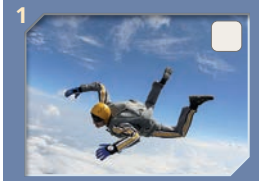
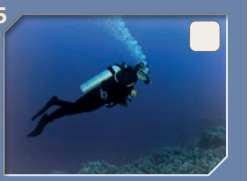
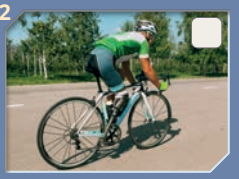
1 Do you like watching films at home in your free time? Why/Why not?

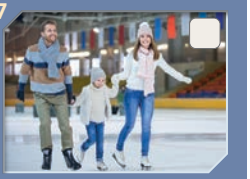
2 What kinds of films do you like? Why?

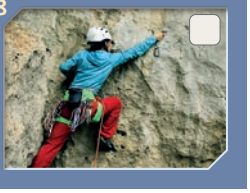
Listening

a **Match the words/phrases to the photos. Four words/phrases are extra.**

a	doing archery	g	climbing
b	cycling	h	horse riding
c	scuba diving	i	skydiving
d	caving	j	watching films
e	reading books	k	ice skating
f	listening to music	l	collecting stamps





b **Listen to the audio and write which hobby or free-time activity each person likes and dislikes.** Track 3.1

		LIKES	DISLIKES
1	Marwa		
2	Ishaan		
3	Audrey		
4	Samuel		
5	Diego		

c **Read the following sentences. Then listen to the audio again and tick (✔) the correct ones.**

Marwa
1 ☐ Marwa's favourite genres are romance, fantasy, and horror.
2 ☐ Marwa prefers indoor activities to outdoor activities.

Ishaan
1 ☐ Ishaan goes to the stables with his parents on Saturdays.
2 ☐ Ishaan thinks collecting stamps is not interesting.

Audrey
1 ☐ Audrey prefers watching films with her brothers online.
2 ☐ Audrey thinks scuba diving is not a dangerous sport.

Samuel
1 ☐ Samuel and his sister are both fond of cycling.
2 ☐ Samuel is not keen on indoor sports.

Diego
1 ☐ Diego practises archery after school.
2 ☐ Diego thinks ice skating is amusing.

d **Make three sentences about your preferences for the activities in *Exercise a* as in the example. Use the words below. Then share them with your classmates.**

amusing | comforting | exciting | interesting | fascinating | relaxing

e.g. *I prefer fishing to gardening because it is enjoyable.*

c Before playing the audio again, ask students to read the given sentences. Tell them that some of the sentences are incorrect and that they are supposed to find and tick the correct sentences. Remind them that they can take notes while listening. Start playing the audio and pause after each speaker so that students can tick the sentences. Replay the audio if necessary. When students have finished the activity, check the answers with the class. This activity also enables students to detect familiar words/phrases about likes/dislikes and hobbies in a recorded text.

Answer Key

Marwa

1 *Marwa's favourite genres are romance, fantasy, and Gothic.*

2 ✔

Ishaan

1 *Ishaan goes to the stables with his parents on Sundays.*

2 ✔

Audrey

1 ✔

2 *Audrey thinks scuba diving is a dangerous sport.*

Samuel

1 ✔

2 ✔

Diego

1 ✔

2 *Diego doesn't think ice skating is amusing.*

d Ask students to make three sentences about their preferences for the activities in *Exercise a* as in the example. Remind them that they need to use the given words to justify their preferences. Give students enough time to make their sentences, and then ask them to share the sentences with their classmates. This activity enables students to talk about their preferences of hobbies and free-time activities.

TEACHER'S NOTES

Speaking

a **Categorize the hobbies and free-time activities below. You can use them more than once.**

pottery | doing puzzles | paintballing | blogging | photography | geocaching | playing chess | picnicking | robotics | playing volleyball | playing bowling

Team/Group	
Individual	
Indoor	
Outdoor	

b **Listen to the audio and complete the following dialogue. Then practise it in pairs.** Track 3.2

Simon: I'm _____ **(1)** climbing because I love outdoor activities.

Sarina: So, do you also _____ **(2)** camping?

Simon: Not much. I _____ **(3)** climbing to camping.

Sarina: Why do you _____ **(4)** so?

Simon: Because sleeping outside is not my thing, and _____ **(5)**, climbing is more exciting than camping. What about you?

Sarina: Well, I quite like cycling with my friends, but I _____ **(6)** listening to music at home to cycling because I'm _____ **(7)** individual activities. And I think it is much more fun.

c **Work in pairs. Choose two activities from *Exercise a*—one you like and one you dislike. Then have a similar dialogue as in *Exercise b*. Use the expressions in the boxes.**

- I (don't) think that...
- In my opinion, ...
- If you ask me, ...
- To me, ...

- I'm (not) crazy about/ interested in/keen on/fond of...
- I (don't) love/like/ enjoy/prefer...
- I quite like...
- I dislike/hate...

d **Ask three classmates of yours about their preferences and take notes. Then find a partner and talk about the people you have interviewed as in the example.**

Name	✔	✗
e.g. *Seda*	*camping and jogging*	*swimming and hiking*
#1		
#2		
#3		

e.g. *Seda prefers camping and jogging to swimming and hiking.*

Idiom of the Day

Read the dialogue and answer the following question.

Emily: I've got no plans for tomorrow. Shall we go to the cinema together?

Elijah: It suits me. Have a particular film in mind?

Emily: Yes, my favourite director's new film is out, and the reviews are very positive. Many people say the plot keeps you **on the edge of your seat**.

Elijah: Well then, let's book our tickets as soon as possible.

What kinds of films keep you on the edge of your seat? Why?

Speaking

a Ask students to put the given hobbies and free-time activities into the correct categories. Remind them that one word/phrase can fall into more than one category. When students have finished the activity, check the answers with the class.

Answer Key

Team/Group	*geocaching* *hiking* *paintballing* *picnicking* *playing bowling* *playing chess* *playing volleyball* *robotics*
Individual	*blogging* *doing puzzles* *hiking* *photography* *playing bowling* *playing chess* *pottery* *robotics*
Indoor	*blogging* *doing puzzles* *photography* *playing bowling* *playing chess* *playing volleyball* *pottery* *robotics*
Outdoor	*geocaching* *hiking* *paintballing* *photography* *picnicking* *playing volleyball*

b Tell students to listen to the audio carefully and complete the given dialogue. Replay the audio if necessary. When students have finished the activity, elicit and check the answers with the class. Then have students work in pairs and ask them to practise the dialogue. Monitor walking around the classroom and correct the pronunciation mistakes you hear. Track 3.2

Answer Key

1 *keen on*
2 *like*
3 *prefer*
4 *think*
5 *to me*
6 *prefer*
7 *fond of*

Audio Script 3.2

Listen to the audio and complete the following dialogue. Then practise it in pairs.

Simon: I'm keen on climbing because I love outdoor activities.
Sarina: So, do you also like camping?
Simon: Not much. I prefer climbing to camping.
Sarina: Why do you think so?
Simon: Because sleeping outside is not my thing, and to me, climbing is more exciting than camping. What about you?
Sarina: Well, I quite like cycling with my friends, but I prefer listening to music at home to cycling because I'm fond of individual activities. And I think it is much more fun.

Speaking

a **Categorize the hobbies and free-time activities below. You can use them more than once.**

pottery | doing puzzles | paintballing | blogging | photography | geocaching | playing chess | picnicking | robotics | playing volleyball | playing bowling

Team/Group	
Individual	
Indoor	
Outdoor	

b **Listen to the audio and complete the following dialogue. Then practise it in pairs.** Track 3.2

Simon: I'm _____ **(1)** climbing because I love outdoor activities.

Sarina: So, do you also _____ **(2)** camping?

Simon: Not much. I _____ **(3)** climbing to camping.

Sarina: Why do you _____ **(4)** so?

Simon: Because sleeping outside is not my thing, and _____ **(5)**, climbing is more exciting than camping. What about you?

Sarina: Well, I quite like cycling with my friends, but I _____ **(6)** listening to music at home to cycling because I'm _____ **(7)** individual activities. And I think it is much more fun.

c **Work in pairs. Choose two activities from *Exercise a*—one you like and one you dislike. Then have a similar dialogue as in *Exercise b*. Use the expressions in the boxes.**

- I (don't) think that...
- In my opinion, ...
- If you ask me, ...
- To me, ...

- I'm (not) crazy about/ interested in/keen on/fond of...
- I (don't) love/like/ enjoy/prefer...
- I quite like...
- I dislike/hate...

d **Ask three classmates of yours about their preferences and take notes. Then find a partner and talk about the people you have interviewed as in the example.**

Name	✔	✗
e.g. *Seda*	*camping and jogging*	*swimming and hiking*
#1		
#2		
#3		

e.g. *Seda prefers camping and jogging to swimming and hiking.*

Idiom of the Day

Read the dialogue and answer the following question.

Emily: I've got no plans for tomorrow. Shall we go to the cinema together?

Elijah: It suits me. Have a particular film in mind?

Emily: Yes, my favourite director's new film is out, and the reviews are very positive. Many people say the plot keeps you **on the edge of your seat**.

Elijah: Well then, let's book our tickets as soon as possible.

What kinds of films keep you on the edge of your seat? Why?

c Divide students into pairs and tell them to choose an activity they like and another they dislike from *Exercise a*. Ask them to have a similar dialogue as in *Exercise b*. Remind them that they can use the expressions given in the boxes. You can ask students to swap activities and partners for more variety if there is time. Monitor and offer help when needed. This activity enables students to express their opinions about free-time activities and talk about their preferences of hobbies and free-time activities.

d Tell students to interview three classmates of theirs about their preferences and take notes in the table. Allow five minutes for this, and then ask them to work in pairs and talk about the people they have interviewed as in the example. Monitor and offer help when needed. This activity also enables students to talk about their preferences of hobbies and free-time activities.

Idiom of the Day

Tell students to read the dialogue and ask them what the meaning of the idiom could be. Have them infer the meaning from the dialogue. Then encourage them to share their opinions about the question. The meaning of the idiom is "watching or listening to something with great excitement and interest, especially because one wants to know what happens next".

Answer Key

Students' own answers

TEACHER'S NOTES

TEACHER'S NOTES

3B WHAT'S ON?

Reading

a **Match the film genres to the tickets. One is extra.**

a action	e animation
b science fiction	f horror
c biopic	g comedy
d drama	h romance

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

6 ☐

7 ☐

b **Read Laura's diary and circle the main idea.**

1 Families should go out to see a film once a week.

2 The most important thing in a film is its plot.

3 Family members usually have different tastes in films.

February, 18
Friday

Today we went to the cinema as a family activity. We love watching films together and talking about the given messages afterwards. Our children are crazy about watching films at the cinema, but Derek and I love watching films at home. We think our living room is more comfortable than the armchairs in the cinema. Our son, Fabio, really likes comedies; he finds them entertaining. I don't mind watching comedies, but sometimes I feel like watching them is a waste of time. Most of them are very dull, but some of them make me laugh. Our daughter, Eva, enjoys animations, and Derek loves action films. He thinks they are breathtaking. We can't stand watching dramas because we think they are heartbreaking.

Films try to say something to the audience. We believe that the message is more important than the plot. We want to make sure that our children are not watching them just for fun or to pass the time.

Fabio and Eva really liked today's film, but Derek and I found it unrealistic.

3B WHAT'S ON?

Reading

a Tell students to look at the film tickets and match them to the film genres. Give them some time to complete the activity. Then elicit the answers.

Answer Key

1 *e*	**3** *b*	**5** *d*	**7** *g*
2 *h*	**4** *a*	**6** *f*	

b Tell students to read Laura's diary and circle the option closest to the main idea. Give them some time to complete the activity. Then read the text aloud and ask what the main idea of the text is. Encourage them to give their answers. This activity enables students to find the main idea of a text about movies.

Answer Key

3

TEACHER'S NOTES

TEACHER'S NOTES

c **Match the highlighted words in the text to the definitions below. Then make sentences with them.**

1 _____ : not interesting or exciting

2 _____ : funny and enjoyable

3 _____ : the story of a book, film, play, etc.

4 _____ : a group of people who watch or listen to a performance together

5 _____ : very exciting or surprising

6 _____ : not reasonable or not realistic

7 _____ : extremely sad

d **Read the text again and answer the following questions.**

1 What do Laura's family do after watching the films together?

_____

_____

2 Why do Laura and Derek love watching films at home?

_____

_____

3 Why does Laura feel like watching comedies is a waste of time?

_____

_____

4 What does Derek think about action films?

_____

_____

5 What is more important to Laura and Derek than the plot of a film?

_____

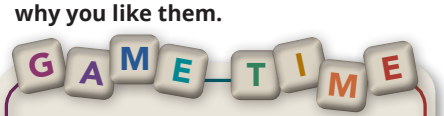
_____

e **Tick (✔) the film genres you like. Then ask your partner the ones s/he likes as in the example.**

e.g. *What types of film do you like?*
Do you like watching horror films?

Film Genres	You	Your Partner
Action		
Science fiction		
Romance		
Drama		
Animation		
Horror		
Comedy		

f **Write a paragraph according to the table in *Exercise e*. Mention the film genres you and your partner like and why you like them.**



Charades

- There are three groups in this game.
- Pick a card from the pile on your teacher's desk.
- First, act the genre to your teammates.
- Then act the name of the film.
- If you say a word or utter a sound, you will lose your turn.

c Ask students to match the definitions to the highlighted words in the text and write sentences for each. Give them some time to complete the activity. Check the answers with the class. Then encourage them to tell the sentences they have written.

Answer Key

1 *dull*
2 *entertaining*
3 *plot*
4 *audience*
5 *breathtaking*
6 *unrealistic*
7 *heartbreaking*

d Tell students to read the questions first. Then ask them to read the text and find the answers to the questions. Give them some time to complete the activity. Then check the answers with the class.

Answer Key

1 *They talk about the given messages.*
2 *They think their living room is more comfortable than the armchairs in the cinema.*
3 *She thinks most of them are very dull.*
4 *He thinks they are breathtaking.*
5 *Getting the message given in the film is more important than the film.*

e First, tell students to tick the film genres they like. Then tell them to ask questions to their partners as in the example and tick the genres their partners like. Give them some time to complete the activity and encourage them to share their answers with the class.

f Tell students to write a paragraph on their notebooks according to the answers in *Exercise e*. After they have finished writing, encourage them to share their paragraphs with the class.

TEACHER'S NOTES

Game Time

Charades

The aim of this activity is to help students practise film genres.

Materials and Preparation

Copy and cut up the cards on page 307 for each team.

Procedure

1 Tell students that they are going to play a game.
2 Divide the class into three groups and make a pile of the cards you have cut up on your desk.
3 Explain students that each card contains a film genre and a film name.
4 Tell them that one student from each team will pick up a card in turns. Then, they will first try to act the genre and the name of the film to their teammates.
5 Explain to them that the groups will get 1 point for each correct guess, and the group with the most points wins the game.

TEACHER'S NOTES

3C INVITATION ONLY

Listening

a **Talk about the questions below with your classmates.**

1 How do you invite your friends out? Do you call them or send a text message?

2 Where do you usually go, and what do you do?

b **Anna invites Jasmine to the cinema. Listen and put the conversation in order.** Track 3.3

a ☐ There's a film called *The Ghost of the Castle*.

b ☐ Okay, why don't we see an action film then?

c ☐ How about going to the cinema this evening?

d [1] Do you like watching films, Jasmine?

e ☐ It's a horror film, and they say it's very scary.

f ☐ Well, let's meet at quarter to seven.

g ☐ What type of film is it?

h ☐ Okay, see you at the cinema.

i ☐ Yes, I'm crazy about films. Why?

j ☐ It starts at seven. Shall we meet at six thirty?

k ☐ Good idea! What's on?

l ☐ Ugh! I'm sorry, but I can't. I hate horror films.

m ☐ See you, bye!

n ☐ Oh, that sounds great!

c **Read the dialogue in order. Find and write three more sentences for making invitations and offers as in the example.**

e.g. *How about going to the cinema this evening?*

1 _____

2 _____

3 _____

d **Tick (✔) the hours that are mentioned in the conversation in *Exercise b*.**

e **Work in pairs. Ask and answer questions as in the example for the other two films.**

e.g. A: *When is the drama film?*

B: *It's on January 5th.*

A: *What time does it start?*

B: *It starts at eight thirty p.m.*

3C INVITATION ONLY

Listening

a Read the question aloud and ask students to answer it. Encourage them to share their answers.

Answer Key

1 *Students' own answers*

2 *Students' own answers*

b Tell students to read the sentences before listening to the audio so that they can be familiar with the words and sentences. Then ask them to listen to the audio carefully and put the conversation in order. Replay the audio if necessary. Check the answers with the class. This activity enables students to reorder a recorded conversation about making invitations/offers. Track 3.3

Answer Key

a *5*	**e** *7*	**h** *13*	**k** *4*	**n** *10*
b *9*	**f** *12*	**i** *2*	**l** *8*	
c *3*	**g** *6*	**j** *11*	**m** *14*	

Audio Script 3.3

Anna invites Jasmine to the cinema. Listen and put the conversation in order.

Anna: Do you like watching films, Jasmine?

Jasmine: Yes, I'm crazy about films. Why?

Anna: How about going to the cinema this evening?

Jasmine: Good idea! What's on?

Anna: There's a film called *The Ghost of the Castle*.

Jasmine: What type of film is it?

Anna: It's a horror film, and they say it's very scary.

Jasmine: Ugh! I'm sorry, but I can't. I hate horror films.

Anna: Okay, why don't we see an action film then?

Jasmine: Oh, that sounds great!

Anna: It starts at seven. Shall we meet at six thirty?

Jasmine: Well, let's meet at quarter to seven.

Anna: Okay, see you at the cinema.

Jasmine: See you, bye!

c Tell students to read the dialogue in order and find three more sentences for making invitations and offers. Give them a few minutes to complete the activity. Then ask them to tell the sentences they have found.

Answer Key

1 *Why don't we see an action film then?*

2 *Shall we meet at six thirty?*

3 *Let's meet at quarter to seven.*

d Tell students to tick the hours that are mentioned in *Exercise b*. Give them enough time to complete the activity. Check the answers with the class.

Answer Key

2 4 5

e Tell students to read the given dialogue first. Ask them to work in pairs to ask and answer questions for the other films. Give them some time to complete the activity. Then encourage them to act out the dialogue. This activity enables students to ask about and tell the time and the date.

Answer Key

A: *When is the horror film?*

B: *It's on March 21st.*

A: *What time does it start?*

B: *It starts at seven p.m.*

A: *When is the science fiction film?*

B: *It's on April 3rd.*

A: *What time does it start?*

B: *It starts at quarter past nine p.m.*

Speaking

a **Read the following sentences. Write (A) for accepting and (R) for refusing an invitation.**

e.g. *Yes, I'd love to.* __A__

1 Sorry, but I can't. _____

2 That sounds great! _____

3 Why not? _____

4 That sounds great, but... _____

5 I'm afraid, I can't. _____

b **Read the dialogue and act it out with your partner. Make similar dialogues with the situations given below.**

Ethan: Do you like going to the cinema?

Lucas: Oh, sure! I love watching films.

Ethan: Are you free this evening?

Lucas: I think so.

Ethan: How about watching a science fiction film?

Lucas: Well, I'm not interested in science fiction films.

Ethan: All right, let's watch an animation then.

Lucas: Okay, I'd love to!

Ethan: Great! See you after school.

Lucas: See you, bye!

1

A
You have got two tickets to a concert on Friday night. Invite B.

B
You have an important exam on Monday, and you want to study at the weekend. Refuse the invitation.

2

A
You are giving a birthday party at 8 p.m. on Sunday. Invite B.

B
You love parties! Accept the invitation.

c **Read the text messages and write yours to invite your best friend to the cinema. Use the information given below.**

- tonight
- science fiction film

Did you know

In the US, if someone does not accept an invitation, it is rude to insist. You should not ask for a second time. A direct answer, yes or no, is enough. They also use phrases that sound like invitations, but they are not. For example, "We should meet sometime." or "You will have to visit us sometime."

How is it with your country? Do you keep insisting if someone does not accept your invitation?

Discuss it with your classmates. Give examples.

Speaking

a Ask students to read the sentences and write (A) for accepting and (R) for refusing an invitation. Give them some time to complete the activity. Then check the answers with the class.

Answer Key

1 *R* **2** *A* **3** *A* **4** *R* **5** *R*

b Tell students to work in pairs. Ask them to read the dialogue and act it out with their partners. Then tell them to make similar dialogues with the given situations. Encourage them to act out the dialogues aloud. This activity enables students to act out a dialogue about accepting and refusing an invitation.

c Tell students to read the text messages and write theirs using the given information. Give them some time to complete the activity. Encourage them to share their messages with the class. This activity enables students to write short text messages to invite their friends to a movie.

Suggested Answers

Hi, mate! Are you free tonight? If yes, how about going to the cinema? There's a new science fiction film on. Text me back. Take care.

Did you know?

Ask students to read the information in the box. Then tell them to read the question. Encourage students to discuss the question and share their ideas with their classmates. Make sure that they give examples.

TEACHER'S NOTES

TEACHER'S NOTES

3D AS I SEE IT

Writing

a **Work in groups. Talk about the following questions.**

1 Do you think reading reviews before watching a film is useful? Why/Why not?

2 Can a review change your mind about a film you want to see? Why/Why not?

b **Scan the following film reviews and choose the film you want to see. Then work in pairs and talk about why you have chosen it.**

https://filmgoer.blog.net/reviews.html

HOME | FILMS | REVIEWS Wednesday, March 9, 2022 298 Comments

Dangal ★★★★½ 4.5/5

Dangal is a 2016 sports biopic, so it is based on a true story. Mahavir Phogat is a former amateur wrestler from India. He wants his daughters to become the first world-class Indian female wrestlers, but other people think wrestling is not a sport for girls. Mahavir continues to coach her daughters despite others' opinions.

In my opinion, Aamir Khan's portrayal of Mahavir in the film is stunning, and to me, he is the best Bollywood actor. *Dangal* is a must-see film for everyone because it tells us to dream big with its brilliant story, thrilling scenes, and great soundtrack.

Minari ★★★★☆ 4/5

Minari is a 2020 family drama set in the 1980s. A Korean-American family moves from California to Arkansas, and they want to build a sustainable farm there. They grow and sell Korean vegetables and try to live the American dream, but there are many difficulties for the family to solve.

Minari is basically an ordinary story of a family, but it is not cliché-ridden at all. The characters are all different, and the strong relationships between family members are well-portrayed. If you ask me, it is one of the most heart-warming masterpieces in this genre. Do not ever miss this gem!

Free Guy ★★★★½ 4.1/5

Free Guy is a 2021 action comedy. It tells the story of a bank clerk called Guy. One day, he discovers that he is not a real person but a non-player character in the online video game *Free City*. Then he decides to rewrite and become the hero of his own story. For this, he needs to change and save his world before it is too late.

I love the lead actor in the film, Ryan Reynolds. His character is my favourite because he is so funny. I also think that the film is terrific because its story is inspiring. I highly recommend this fast-paced film if you like video games, fun, and adventure.

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c **Think of a film you have seen and write your opinion about it as a film review on a blog. Use the following guidelines and at least three of the highlighted words in *Exercise b*.**

- Mention the film's title, genre, and release date.
- Tell the film's story (without spoilers).
- Share your opinion of the film and the actors. Why (not) watch it?

d **Work in pairs. Read your partner's review and check if s/he has followed the guidelines.**

3D AS I SEE IT

Writing

a Divide students into groups of three or four and ask them to talk about the given questions. Monitor and offer help when needed.

Answer Key

Students' own answers

b Ask students to scan the given film reviews. Tell them to choose the film they want to see. Then put students in pairs and ask them to talk about why they would like to watch that film. Monitor and offer help when needed. This activity enables students to scan film reviews on blogs to decide which movie to see.

c Ask students to think of a film they have seen before. Have them write their opinions about it in the form of a film review on a blog. Ask them to write the review on their notebooks. Remind them to follow the guidelines while writing and that they need to use at least three of the highlighted words in *Exercise b*. This activity enables students to write their opinions on a blog.

d Put students in pairs and ask them to read their partner's review to check if s/he has written the review in line with the given guidelines in *Exercise c*.

TEACHER'S NOTES

TEACHER'S NOTES

Pronunciation

a **Listen and practise the words below.** Track 3.4

/t/		/θ/	
event	habit	author	healthy
letter	return	mouth	north
tailor	Tuesday	thriller	Thursday

b **Listen and tick (✔) the sentences you hear.** Track 3.5

1 a ☐ There is a tin roof over the house.
b ☐ There is a thin roof over the house.

2 a ☐ Shall we send them our tanks?
b ☐ Shall we send them our thanks?

3 a ☐ Which one is your team?
b ☐ Which one is your theme?

4 a ☐ The knife is in a thick sheet.
b ☐ The knife is in a thick sheath.

5 a ☐ Is there a tree on the road?
b ☐ Is there a three on the road?

c **Listen to the tongue twisters. Then practise them as fast as you can.** Track 3.6

1 Don't make me wait and don't be late; meet me at the gate at a quarter to eight.

2 Aunt Beth throws the butter bucket towards the bath if Betty Bottle takes a bit of better path.

e- portfolio

Imagine you are the director of a film. Write a summary of the film's story and create its poster by using Web 2.0 tools. Then submit them to your teacher. Present your film in the class. Vote for the best.
Before you start, you should...

- decide on the film's genre and make up a story.
- give your film a title, find a photo, and set a release date.
- choose the actors (from famous people or your friends).
- write the names of the director, actors, and soundtrack composers.

Self-assessment

	Fair	Good	Great
I can understand familiar words/phrases about likes/dislikes and hobbies in a recorded text.	☐	☐	☐
I can talk about my preferences, hobbies, and free-time activities.	☐	☐	☐
I can act out a dialogue about accepting and refusing an invitation.	☐	☐	☐
I can ask about and tell the time and the date.	☐	☐	☐
I can read film reviews on blogs.	☐	☐	☐
I can write my opinion about a film on a blog.	☐	☐	☐
I can write short text messages to invite my friends for a film.	☐	☐	☐

Pronunciation

a Tell students to listen to the audio and repeat the given words. Replay the audio if necessary. Track 3.4

Audio Script 3.4

Listen and practise the words below.

/t/	/θ/
event	author
letter	mouth
tailor	thriller
habit	healthy
return	north
Tuesday	Thursday

b Ask students to listen to the audio carefully and tick the sentences they have heard. Replay the audio if necessary. Then elicit the answers. This activity enables students to differentiate the /t/ sound from the /θ/ sound. Track 3.5

Answer Key

1 ***a*** *There is a tin roof over the house.*
2 ***b*** *Shall we send them our thanks?*
3 ***a*** *Which one is your team?*
4 ***b*** *The knife is in a thick sheath.*
5 ***a*** *Is there a tree on the road?*

Audio Script 3.5

Listen and tick (✔) the sentences you hear.

1 There is a tin roof over the house.
2 Shall we send them our thanks?
3 Which one is your team?
4 The knife is in a thick sheath.
5 Is there a tree on the road?

c Have students listen to the tongue twisters. Tell them to practise them as fast as they can. You can have them work individually, in pairs, or in groups. Encourage them to repeat the tongue twisters aloud. This activity also enables students to differentiate the /t/ sound from the /θ/ sound.
Track 3.6

Audio Script 3.6

Listen to the tongue twisters. Then practise them as fast as you can.

1 Don't make me wait and don't be late; meet me at the gate at a quarter to eight.
2 Aunt Beth throws the butter bucket towards the bath if Betty Bottle takes a bit of better path.

e-portfolio

Tell students to imagine themselves as the director of a film. Ask them to create a poster for their film, using Web 2.0 tools and to write a short summary of the film's story. Remind them that they are supposed to upload their posters and summaries to the portfolio section on https://www.eba.gov.tr/ at least two days before the day they are supposed to present it in the class. Check the submissions for any inconvenient or sensitive content and give feedback if they need revising. Give each student enough time for their presentation, and at the end, ask students to vote for the best. Print the three most-voted posters and display them on the bulletin board in the classroom.

Self-assessment

Ask students to think of each criterion comprehensively and then to tick the options for themselves. If they need some help with the theme, retell the topic and give some extra examples, practices, activities, etc.

3A LEISURE PURSUITS

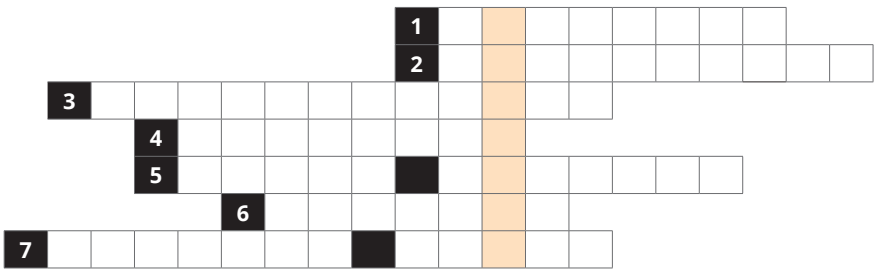
a **Listen to the audio. Tick (✔) the activities people like and cross (✗) the ones they dislike.** WB Track 3.1

	Cho	Farhan	Salma	Ivan
✱ camping				
✱ collecting stamps				
✱ hiking				
✱ playing volleyball				
✱ reading books				

b **Listen to the audio again. Write True (T), False (F), or Not Mentioned (NM) for the statements below.**

1 Cho and her parents go camping on weekdays. ____
2 Cho is interested in individual sports. ____
3 Farhan does not think collecting stamps is boring. ____
4 Farhan has a big collection of stamps. ____
5 Salma's sisters are fond of playing volleyball. ____
6 Salma reads books at home at weekends. ____
7 Ivan says playing volleyball keeps him fit. ____
8 Ivan prefers individual outdoor activities. ____

c **Use the photos to solve the puzzle. Find the hidden word and write a sentence with it.**



Hidden word: _____ **Sentence:** _____

d **Write a few sentences about your hobbies and free-time activities in your notebooks.**

WORKBOOK ANSWER KEY

3A LEISURE PURSUITS

a

	Cho	Farhan	Salma	Ivan
camping	✔	✘		
collecting stamps		✔		
hiking		✘	✘	✔
playing volleyball	✘		✔	✘
reading books			✔	

b

1 *F – Cho and her parents go camping at weekends.*
2 *NM*
3 *T*
4 *T*
5 *F – Salma's sisters are fond of hiking.*
6 *NM*
7 *F – Ivan says hiking keeps him fit.*
8 *T*

c

									1	B	L	O	G	G	I	N	G		
									2	G	E	O	C	A	C	H	I	N	G
	3	P	A	I	N	T	B	A	L	L	I	N	G						
			4	R	O	B	O	T	I	C	S								
			5	D	O	I	N	G		P	U	Z	Z	L	E	S			
						6	P	O	T	T	E	R	Y						
7	P	L	A	Y	I	N	G		C	H	E	S	S						

Suggested Answers

Cycling is my favourite leisure activity.

I go jogging with my family in my leisure time.

WB Audio Script 3.1

Listen to the audio. Tick (✔) the activities people like and cross (✘) the ones they dislike.

Cho: I love being outdoors in my free time, and my parents also like it. We enjoy going camping at weekends in the spring and summer. People my age prefer playing volleyball at the campsite, but I don't play with them because I'm not fond of team sports.

Farhan: Many people think collecting stamps is boring, but it's my favourite free-time activity, and I have a large collection. I like it because, in my opinion, it's a cultural activity and I learn a lot from the stamps. I prefer indoor activities to outdoor activities, so I don't like camping and hiking.

Salma: My sisters are keen on going on long hikes by the lake, but I don't go with them because it is really tiring. I prefer playing volleyball with my friends on Tuesday and Thursday after school. I'm crazy about both group and individual activities, so I also love reading books at home.

Ivan: Being indoors is not my thing, so I prefer outdoor activities. I'm especially interested in hiking because it keeps me fit. I quite like individual activities, so I don't prefer playing team sports like volleyball.

3B WHAT'S ON?

a **Read the text and complete it with the given words.**

entertaining | breathtaking | heartbreaking | unrealistic | audience | plot | dull

Hi, I am Fiona. I am seventeen, and I live in a small village with my parents. I am crazy about watching films, but there is not a cinema here. My family and I usually watch films on TV. I like watching action films because they make me feel energetic and I think they are _____ **(1)**. My father usually watches dramas, but I really hate them. I feel sad and sorrowful when I watch dramas; they are _____ **(2)** films. My brother thinks animations are _____ **(3)**, but I find them _____ **(4)**. My mother loves watching romances, but I think they are _____ **(5)**. As a family, each of us has different tastes in films, but we all like watching comedies together. We don't like to think about the _____ **(6)** or the characters; we just have fun. I want to go to the city centre one day and see a film with a(n) _____ **(7)** in the cinema. I hope I can do that soon.

b **Read the text again and answer the following questions.**

1 Where do Fiona and her family live?

_____

2 Why do they watch films on TV?

_____

3 How does Fiona feel when she watches dramas?

_____

4 What does her brother think about animations?

_____

5 What do they like watching together?

_____

c **Use the clues below. Find and write the film genres in the puzzle.**

O	A	N	T	O	I	C	A	F	A	N	I	M	O
S	C	I	E	N	C	E	F	I	C	T	I	O	N
B	T	C	O	M	E	D	Y	R	I	O	I	A	C
F	I	T	C	N	O	I	R	O	O	C	I	O	D
N	O	T	A	F	R	I	C	C	E	J	F	I	A
A	N	G	O	O	A	F	T	I	C	N	M	T	M
N	E	I	D	J	M	N	T	N	O	I	I	F	A
I	C	N	A	O	C	N	D	N	R	R	B	F	R
M	N	A	C	C	D	C	S	N	F	I	C	G	D
A	A	A	C	S	D	I	R	F	D	J	G	B	F
T	M	O	C	R	O	R	R	O	H	O	D	O	M
I	O	S	T	R	I	N	D	R	R	T	A	C	F
O	R	B	F	G	M	C	E	O	C	E	R	T	C
N	T	G	D	T	I	H	R	R	R	B	M	A	A

This type of film...

1 makes you laugh.

_____

2 is usually for children.

_____

3 can be very scary.

_____

4 has a lot of adventurous scenes.

_____

5 makes you sad and sorrowful.

_____

6 shows people who are in love.

_____

7 is about the future, space, etc.

_____

3B WHAT'S ON?

a

1 *breathtaking*
2 *heartbreaking*
3 *entertaining*
4 *unrealistic*
5 *dull*
6 *plot*
7 *audience*

b

1 *They live in a small village.*
2 *There is not a cinema there.*
3 *She feels sad and sorrowful.*
4 *He thinks they are entertaining.*
5 *They like watching comedies together.*

c

1 *comedy*
2 *animation*
3 *horror*
4 *action*
5 *drama*
6 *romance*
7 *science fiction*

O	A	N	T	O	I	C	A	F	A	N	I	M	O
S	C	I	E	N	C	E	F	I	C	T	I	O	N
B	T	C	O	M	E	D	Y	R	I	O	I	A	C
F	I	T	C	N	O	I	R	O	O	C	I	O	D
N	O	T	A	F	R	I	C	C	E	J	F	I	A
A	N	G	O	O	A	F	T	I	C	N	M	T	M
N	E	I	D	J	M	N	T	N	O	I	I	F	A
I	C	N	A	O	C	N	D	N	R	R	B	F	R
M	N	A	C	C	D	C	S	N	F	I	C	G	D
A	A	A	C	S	D	I	R	F	D	J	G	B	F
T	M	O	C	R	O	R	R	O	H	O	D	O	M
I	O	S	T	R	I	N	D	R	R	T	A	C	F
O	R	B	F	G	M	C	E	O	C	E	R	T	C
N	T	G	D	T	I	H	R	R	R	B	M	A	A

TEACHER'S NOTES

3C INVITATION ONLY

a **Listen to the audio and put the conversation in order.** WB Track 3.2

- [ ] **a** Let's go.
- [ ] **b** Great idea! Do you like chicken salad?
- [ ] **c** Oh, it's ten past four. We still have time.
- [1] **d** What time does the train leave, Eric?
- [ ] **e** Yes, why don't we have some coffee?
- [ ] **f** Yes, I love it!
- [ ] **g** It leaves at five o'clock.
- [ ] **h** No, I don't like coffee, and I'm hungry.
- [ ] **i** Okay, let's have lunch then.

b **Write a similar dialogue as in *Exercise a*. Use the information below.**

Train time: 10.30
Current time: 9.45
Offers: Tea ✘ Breakfast ✔ Omelette ✔

c **Write the dates under the calendar pages as in the example.**

e.g.

It is the tenth of February.

1

3

2

4

d **Write the hours in digits as in the example.**

e.g. *It is ten past twelve.*

1 It is a quarter to eleven.

4 It is half past three.

2 It is twenty past eight.

5 It is ten to nine.

3 It is five past four.

6 It is two o'clock.

3C INVITATION ONLY

a

a 9 *Let's go.*
b 7 *Great idea! Do you like chicken salad?*
c 3 *Oh, it's ten past four. We still have time.*
d 1 *What time does the train leave, Eric?*
e 4 *Yes, why don't we have some coffee?*
f 8 *Yes, I love it!*
g 2 *It leaves at five o'clock.*
h 5 *No, I don't like coffee, and I'm hungry.*
i 6 *Okay, let's have lunch then.*

b

Suggested Answers

Aden: What time does the train leave, Nick?
Nick: It leaves at ten thirty/half past ten.
Aden: Oh, it's (a) quarter to ten. We still have time.
Nick: Yes, why don't we have some tea?
Aden: No, I don't like tea, and I'm hungry.
Nick: Okay, let's have breakfast then.
Aden: Great idea! Do you like omelettes?
Nick: Yes, I love them!
Aden: Let's go.

c

1 *It is the twenty-first of September.*
2 *It is the fifteenth of April.*
3 *It is the twenty-fifth of June.*
4 *It is the eighth of December.*

d

1 *10.45*
2 *08.20*
3 *04.05*
4 *03.30*
5 *08.50*
6 *02.00*

WB Audio Script 3.2

Listen to the audio and put the conversation in order.

Sandy: What time does the train leave, Eric?
Eric: It leaves at five o'clock.
Sandy: Oh, it's ten past four. We still have time.
Eric: Yes, why don't we have some coffee?
Sandy: No, I don't like coffee, and I'm hungry.
Eric: Okay, let's have lunch then.
Sandy: Great idea! Do you like chicken salad?
Eric: Yes, I love it!
Sandy: Let's go.

TEACHER'S NOTES

3D AS I SEE IT

a **Complete the sentences with the words given below. One is extra.**

fast-paced | cliché-ridden | heart-warming | inspiring | must-see | thrilling | ordinary

1 The film has a really _____ and motivating story, and I think everyone can find something for themselves in it.

2 The _____ plot of the film keeps you on the edge of your seat from beginning to end.

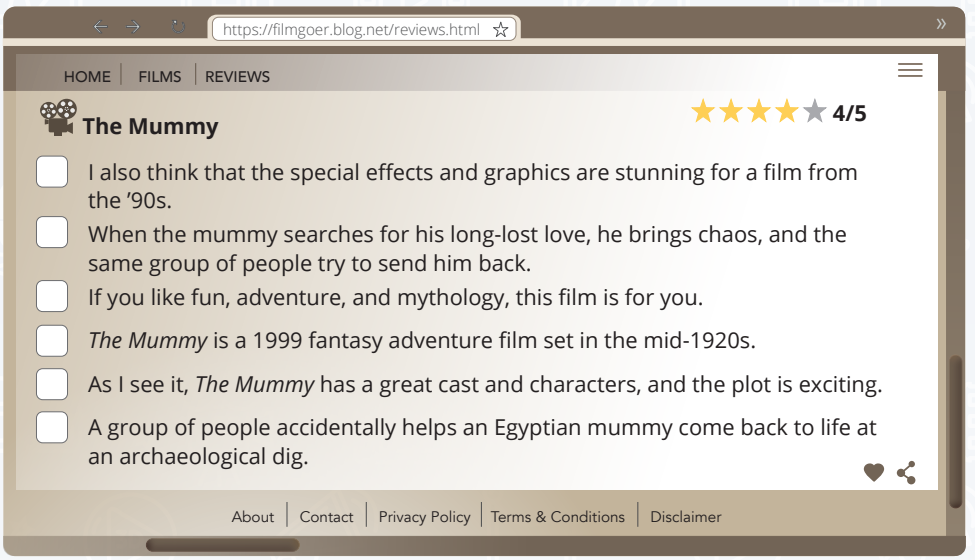
3 In my opinion, *I, Robot* is a(n) _____ film because it is the most realistic portrayal of future computers.

4 I think the film is really dull because it is _____ and it is really easy to predict what comes next.

5 Unfortunately, the film has no surprises or exciting moments, and this makes it very _____.

6 The end of the film has a(n) _____ scene; the parents see their son's reflection in the ferry's windows.

b **Put the sentences into the correct order (1–6) to form a meaningful film review.**



c **Read the sentences and tick (✔) the negative reviews.**

1 ☐ Normally, I am not fond of romances, but this is really different from others.

2 ☐ Do not waste your time on this film because it has a clichéd plot and a bad storyline.

3 ☐ This film is not even ordinary; in my opinion, it is one of the worst films of all time.

4 ☐ The dialogues are dull, and even the actors' stunning performances are not enough.

5 ☐ The story of the film is very realistic, so you feel like the characters are real people.

6 ☐ This biopic is dead boring, so do not expect thrills and adventure from this one.

d **Choose a film you do not like and write a review about it in your notebooks.**

3D AS I SEE IT

a

1 *inspiring*
2 *fast-paced*
3 *must-see*
4 *cliché-ridden*
5 *ordinary*
6 *heart-warming*

b

5
3
6
1
4
2

c

2 3 4 6

TEACHER'S NOTES

TEACHER'S NOTES

4A HABIT IS SECOND NATURE

Lead-in

Talk about the following questions with your classmates.

1 How is daily life different in the countryside compared to big cities?

2 Can humans deal with natural disasters? Why/Why not?

Listening

a **Match the daily activities to the photos below. One is extra.**

a	do the laundry	f	get dressed
b	do the dishes	g	go shopping
c	feed the dog/cat	h	vacuum the floor
d	do the ironing		
e	prepare breakfast	i	take out the trash

1

5

2

6

3

7

4

8

b **Listen to the audio and answer the following questions.** Track 4.1

1 Why does Suzie have a shower every morning?

_____

2 What does she usually have for breakfast?

_____

3 What pet has she got?

_____

4 How does she go to work?

_____

5 How long does it take her to get to work?

_____

6 What does she do after dinner?

_____

c **Listen again and complete the table as in the example.**

Daily activities	Time (What time/ When...?)	Frequency (How often...?)
have a shower	***e.g.*** *6.45*	*every morning*
do the dishes		
drive to work		
do the shopping	✗	
eat dinner out	✗	
watch TV	*on weekdays*	
call her mum	✗	
meet friends	✗	

d **Work in pairs. Ask and answer questions about Suzie. Use the information in *Exercise c* as in the example.**

e.g. A: *What time does Suzie have a shower?*

B: *She has a shower at 6.45.*

A: *How often does she have a shower?*

B: *She has a shower every morning.*

THEME 4 HUMAN IN NATURE

4A HABIT IS SECOND NATURE

Lead-in

Encourage students to talk about the given questions with their classmates.

Answer Key

1 *Students' own answers*

2 *Students' own answers*

Listening

a Have students match the daily activities to the photos. Remind them there is one extra phrase that they do not need to use.

Answer Key

1 *i* **5** *f*

2 *a* **6** *h*

3 *b* **7** *e*

4 *c* **8** *d*

b Ask students to listen to the audio and answer the given questions. Track 4.1

Answer Key

1 *Because it helps her feel energetic.*

2 *She usually has toast and orange juice.*

3 *She has got a dog.*

4 *She goes to work by car./She drives to work.*

5 *It takes her about twenty minutes to get to work.*

6 *She takes out the trash and walks her dog after dinner.*

Audio Script 4.1

Listen to the audio and answer the following questions.

Hi, I'm Suzie. I work as an assistant. Let me tell you about my daily routine. On weekdays, I always wake up at 6.45 a.m. and have a shower every morning because it helps me feel energetic. Then I feed my dog and have my breakfast at 7.30 a.m. I usually have toast and orange juice. I always do the dishes after breakfast and leave home at about 8 a.m. I drive to work on weekdays, and it takes me about twenty minutes to get to the office. I start work at 8.30 a.m. and finish at 6 p.m. I do the shopping three times a week to buy my daily needs. I arrive home at around 6.30 p.m. and have dinner at 7 p.m. I rarely eat out because I love cooking. After dinner, I take out the trash and walk my dog. Well, I never watch TV on weekdays, but I surf the Net and talk to my mum on a video call every night. Once a week, I meet my friends for a chat at a café. I usually go to bed at 11 p.m.

c Have students listen to the audio again. Give them enough time to complete the table. This activity enables students to identify time expressions of daily routines.

Answer Key

Daily activities	Time (What time/ When...?)	Frequency (How often...?)
do the dishes	*after breakfast*	*always*
drive to work	*8 a.m.*	*on weekdays*
do the shopping	✗	*three times a week*
eat dinner out	✗	*rarely*
watch TV	*on weekdays*	*never*
call her mum	✗	*every night*
meet friends	✗	*once a week*

d Ask students to work in pairs to ask and answer questions about Suzie using the information in *Exercise c* as in the example.

Answer Key

Students' own answers

Speaking

a **Talk about the questions with your classmates.**

1 Do you like being in nature? Why/Why not?

2 What outdoor sports or activities are popular in your country? Why?

b **Write each of the words/phrases in the correct category.**

camping | exercise | hiking | beach volleyball | golf | archery | Pilates | climbing | handball

do	go	play

c **Work in pairs. Act out a dialogue using the schedule below as in the example. Then swap roles.**

A Day at Greenland Summer Camp	
7.30	**Wake Up & Morning Exercise** Pilates (on Monday, Wednesday, and Friday) aerobics (on Tuesday and Thursday)
8.00	**Breakfast Time**
9.00	**Morning Activities: Water Sports** swimming (every day) sailing (on Monday and Thursday) water skiing (on Friday)
12.00	**Lunch Time**
13.45	**Afternoon Activities: Outdoor & Adventure** archery (on Wednesday and Thursday) horse riding (on Tuesday) trekking and cycling (every day)
17.00	**Free Time** (beach volleyball or handball)
18.00	**Dinner Time**
22.00	**Lights Out**

e.g. A: *What's a typical day at camp like?*
B: *Well, I wake up at 7.30, and then do the morning exercise.*
A: *What kind of exercise do you do?*
B: *I do Pilates or aerobics. It changes every day.*
A: *How often do you do Pilates?*
B: *Three times a week.*

d **Work in pairs. Ask the following questions to your partner and tick (✔) the appropriate box on the survey. Then write a short paragraph about your partner's daily routine.**

How often do you...	Always	Usually	Sometimes	Rarely	Never
1 have a big breakfast?					
2 brush your teeth?					
3 prepare breakfast?					
4 make your bed?					
5 do homework?					
6 do the shopping?					
7 take out the trash?					
8 read books?					
9 watch TV?					
10 meet friends?					
11 play sports?					
12 do outdoor activities?					

Proverb of the Day

Read the dialogue and answer the following question.

Emily: What are you doing, Anthony? Do not tell me that you are eating bread with strawberry jam! The doctor told you to consume less sugar.

Anthony: Well, I love eating sweets for breakfast, honey. You know what they say: **old habits die hard!**

Why do you think old habits die hard? Give examples from your daily life.

Speaking

a Encourage students to talk about the given questions with their classmates.

Answer Key

1 *Students' own answers*

2 *Students' own answers*

b Explain to students to write each of the words/phrases in the correct category.

Answer Key

do	go	play
Pilates	*camping*	*beach volleyball*
exercise	*climbing*	*golf*
archery	*hiking*	*handball*

c Have students work in pairs to act out a dialogue. Remind them to use the given schedule while role-playing. When they have completed the task, ask them to swap roles. This activity enables students to talk about their daily activities and the frequencies of those activities.

Answer Key

Students' own answers

d Ask students to work in pairs. Explain that they are going to ask the given questions to their partners and tick the appropriate box on the survey. Then ask them to write a short paragraph, in their notebooks, about their partner's daily routine using their answers on the survey. This activity enables students to write about their friend's daily life and the frequencies of their activities.

Proverb of the Day

Tell students to read the dialogue and ask them what the meaning of the proverb could be. Have them infer the meaning from the dialogue. Then give them some time to think about the reasons why old habits die hard and ask them to give examples from their daily lives. The meaning of the proverb is "People often do not like to change things that they have been doing for a long time".

Answer Key

Students' own answers

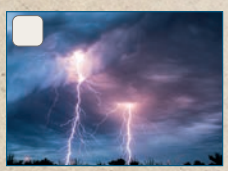
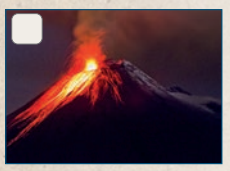
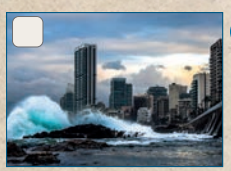
TEACHER'S NOTES

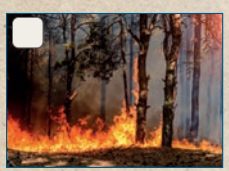
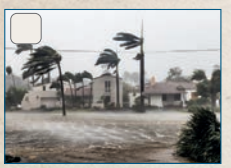
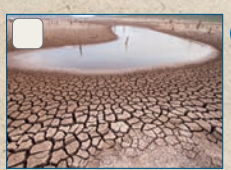
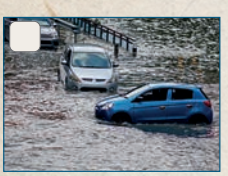
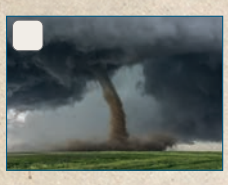
4B CALM BEFORE THE STORM

Reading

a **Match the natural disasters to the photos below. One is extra.**

a wildfire
b hurricane
c drought
d flood
e tsunami
f tornado
g earthquake
h volcanic eruption
i avalanche
j sandstorm
k thunderstorm

b **Skim the news and match them to the following headlines. One is extra.**

A Ways to minimize damage after a disaster
B Hurricanes hit this state every year!
C What is the secret of their success?
D The world is burning!

1

People living in Florida are at risk of hurricanes during the six-month-long Atlantic hurricane season. Every year, between June 1 and November 30, hurricanes hit different areas of the state. They bring some risks like heavy rains, floods, and tornadoes. They can also cause deaths, injuries, and damage to homes, cars, and roads.

2

Heatwaves cause wildfires in many parts of the world, such as North and South America and Africa. Europe is also experiencing record heat in July. Some wildfires continue burning in Greece, the Aegean region of Türkiye, and southern Italy for at least a week. On the Italian island of Sardinia, thousands of people are leaving their homes and villages because of the fires.

3

Earthquakes are one of the most dangerous natural disasters. They happen suddenly and can destroy buildings, bridges, motorways, and many other structures.

Around 2,000 earthquakes happen in Japan every year, but the Japanese know how to handle them. For example, they build stronger and safer buildings, and they know what to do during an earthquake because they start learning about disasters and safety rules at an early age. They also use technology to reduce the effects of disasters.

4B CALM BEFORE THE STORM

Reading

a Ask students to match the natural disasters to the given photos. Remind them there is one extra that they do not need to use.

Answer Key

1 *k*	**6** *h*
2 *e*	**7** *g*
3 *a*	**8** *b*
4 *c*	**9** *d*
5 *f*	**10** *i*

b Have students skim the news and match the given headings to them. Remind them there is one extra phrase that they do not need to use.

Answer Key

1 *B Hurricanes hit this state every year!*

2 *D The world is burning!*

3 *C What is the secret of their success?*

TEACHER'S NOTES

TEACHER'S NOTES

c **Match the highlighted words in the news to the definitions below. Then make sentences with them.**

1 _____ : harm or injury

2 _____ : to feel or be affected by something

3 _____ : to damage something so badly that it cannot be used

4 _____ : to control or deal with something

5 _____ : a period of unusually hot weather

6 _____ : to affect something or someone in a harmful or damaging way

7 _____ : physical harm to the body of a person or an animal

d **Scan the news and complete the table as in the example.**

	Effects of the Disasters
Hurricanes	***e.g.*** *cause deaths and injuries*
Wildfires	
Earthquakes	

e **Read the news and answer the following questions.**

1 How long does the hurricane season last in Florida?

_____

2 When is the Atlantic hurricane season?

_____

3 What is the main cause of wildfires in many parts of the world?

_____

4 Which month breaks the heat record in Europe?

_____

5 What countries are currently experiencing wildfires?

_____

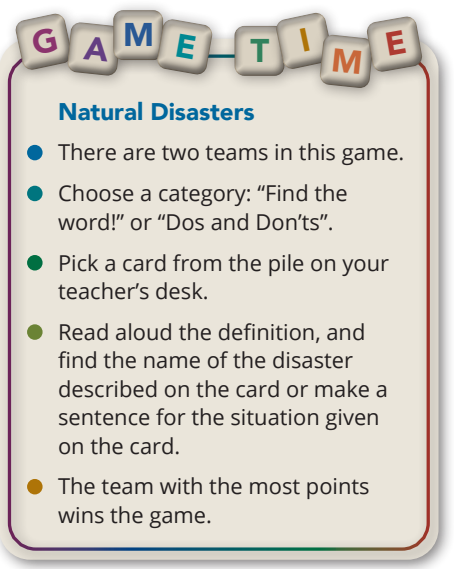
6 How many earthquakes happen in Japan every year?

_____

7 How do the Japanese handle earthquakes?

_____

f **Work in pairs. Search for news about a natural disaster. Then create a news article as in *Exercise b*.**



c Explain that students will match the highlighted words in the news to the given definitions. Then remind them that they will make sentences using the highlighted words.

Answer Key

1 *damage*
2 *experience*
3 *destroy*
4 *handle*
5 *heatwave*
6 *hit*
7 *injury*

d Ask students to scan the news and complete the table as in the example.

Answer Key

	Effects of the Disasters
Hurricanes	*cause deaths, injuries, and damage to homes, cars, and roads*
Wildfires	*make people leave their homes and villages*
Earthquakes	*can destroy buildings, bridges, motorways, and many other structures*

e Ask students to read the news and answer the given questions. This activity enables students to identify specific information in a simple written material such as short newspaper articles on the effects of natural events.

Answer Key

1 *For six months.*
2 *Between June 1 and November 30.*
3 *Heatwaves.*
4 *July.*
5 *Greece, Türkiye, and Italy.*
6 *Around 2,000.*
7 *They build stronger and safer buildings.*

f Have students work in pairs to search for news about a natural disaster. Then ask them to create a news article as in *Exercise b* in their notebooks.

Game Time

Natural Disasters

This activity aims to help students to review vocabulary related to natural disasters.

Materials and Preparation

Print and cut up the cards on pages 308–309 and sort them into two piles.

Procedure

1 Tell students that they are going to play a game and divide the class into two teams.
2 Create a chart with two columns on the board to record each team's points.
3 Put the two piles of cards on the teacher's table.
4 Explain that there are two categories for each player to choose: "Find the word!" and "Dos and Don'ts".
5 After determining the categories, students from each team will pick the top cards from their pile. Remind them that if they choose the "Find the word!" category, they will pick a card from the deck, read aloud the definition, and find the name of the disaster described on the card. If they choose the "Dos and Don'ts" category, they will pick a card from the deck and make a sentence for the situation given on the card.
6 Tell students that picked-up cards are not removed from the deck. Ask them to put the cards at the bottom of it.
7 Teams score 1 point for each correct or appropriate answer.
8 Give a time limit of 15–20 minutes for the game.
9 Count the number of correct answers to identify the winning team. The team with the most points wins the game.

c **Match the highlighted words in the news to the definitions below. Then make sentences with them.**

1 _____ : harm or injury

2 _____ : to feel or be affected by something

3 _____ : to damage something so badly that it cannot be used

4 _____ : to control or deal with something

5 _____ : a period of unusually hot weather

6 _____ : to affect something or someone in a harmful or damaging way

7 _____ : physical harm to the body of a person or an animal

d **Scan the news and complete the table as in the example.**

	Effects of the Disasters
Hurricanes	***e.g.*** *cause deaths and injuries*
Wildfires	
Earthquakes	

e **Read the news and answer the following questions.**

1 How long does the hurricane season last in Florida?

_____

2 When is the Atlantic hurricane season?

_____

3 What is the main cause of wildfires in many parts of the world?

_____

4 Which month breaks the heat record in Europe?

_____

5 What countries are currently experiencing wildfires?

_____

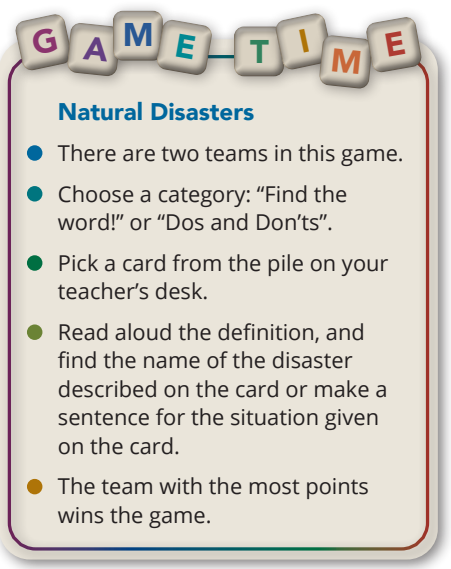
6 How many earthquakes happen in Japan every year?

_____

7 How do the Japanese handle earthquakes?

_____

f **Work in pairs. Search for news about a natural disaster. Then create a news article as in *Exercise b*.**



Answer Key

Find the word!

an extremely large wave in the sea: ***tsunami***

a large amount of ice and snow falling quickly down the side of a mountain: ***avalanche***

the sudden occurrence of a violent discharge of steam and volcanic material: ***volcanic eruption***

a sudden, violent shaking of the earth's surface: ***earthquake***

a long period of time when there is little or no rain: ***drought***

a sand-carrying strong wind in a desert area: ***sandstorm***

a movement of rocks and soil down a mountain or hill: ***landslide***

a large amount of water covering a usually dry area: ***flood***

a storm with very strong winds: ***hurricane***

a huge fire especially in natural areas like woods, forests, etc.: ***wildfires/forest fire***

a storm with thunder, lightning, and heavy rain: ***thunderstorm***

a sudden bright light in the sky when there is a storm: ***lightning***

a violent storm with a very strong wind that blows in a circle: ***tornado***

Suggested Answers

Dos and Don'ts

Something to do during an earthquake to stay safe:

Stay away from outer walls and windows.

Something not to do during an earthquake to stay safe:

Do not run outside.

Something to do during a wildfire to stay safe:

If possible, leave the area.

Something not to do during a wildfire to stay safe:

Do not open doors and windows if you are at home.

Something to do during a thunderstorm to stay safe:

Keep away from windows.

Something not to do during a thunderstorm to stay safe:

Do not lie flat on the ground.

Something to do during a flood to stay safe:

Move to higher ground or a higher floor.

Something not to do during a flood to stay safe:

Do not walk, swim or drive through floodwaters.

Something to do during an avalanche to stay safe:

Keep your mouth closed and your teeth clenched.

Something not to do during an avalanche to stay safe:

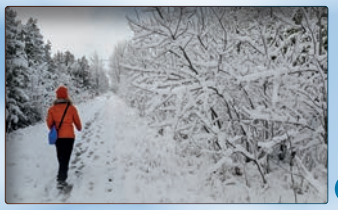
Do not travel in the mountains alone.

TEACHER'S NOTES

4C NATURE CALLS YOU

Listening

a **Work in groups. Talk about where you think the people in the photos are and describe each photo.**


1

2

3

4

b **Listen to the audio. Circle the subject of the text.**
Track 4.2

1 People have some problems with life in crowded cities.
2 People want to live an independent life.
3 People do not want to pay electricity and water bills.
4 People have different reasons to live in nature.

c **Listen to the audio again. Tick (✔) the reasons why some people prefer to live in nature.**

They want to...

1 ☐ stay away from modern technology and all other modern lifestyles.
2 ☐ live an independent life without working long hours.
3 ☐ save a lot of money on luxury things.
4 ☐ fulfil their goals like writing a book or learning new things.
5 ☐ stay away from the stressful life in the city.
6 ☐ know how much their beloved ones love them.
7 ☐ be their own bosses to organize their daily lives.
8 ☐ protect nature to get free things from it.

d **Listen again and answer the following questions.**

1 Who especially prefers to live in nature?
_____
2 What kinds of things do people want to stay away from?
_____
3 What can people get for free from nature?
_____
4 What do people say about the sound of nature?
_____
5 Why do people want to be their own bosses?
_____
6 How does this way of life sound?
_____

e **Work in groups. Talk about a film, book, documentary, or the news about people living in nature that you have heard about.**

4C NATURE CALLS YOU

Listening

a Ask students to work in groups and talk about where they think the people in the photos are and describe each photo. Tell them they can take notes before expressing their ideas to feel more relaxed. Encourage them to share their ideas with the class.

Answer Key

Students' own answers

b Tell students to read the sentences before listening to the audio so that they can be familiar with the vocabulary and sentences. Then ask them to listen to the audio and circle the subject of the text. Check the answer with the class. This activity enables students to identify the subject of a text with the help of familiar words. Track 4.2

Answer Key

4 *People have different reasons to live in nature.*

Audio Script 4.2

Listen to the audio. Circle the subject of the text.

Nowadays, some people prefer to live in nature, especially those in crowded cities. They want to stay away from modern technology like the Internet, mobile phones, electricity, and all other modern lifestyles. Of course, there are a lot of different reasons behind their decisions. For example, some people want to live an independent life without working long hours to pay for electricity, water bills, and other expenses. They know they can get all of these things from nature for free. On the other hand, some people want to fulfil their goals like writing a book or learning new things. And some people want to stay away from the stressful life in the city. They say the sound of nature brings them happiness and joy. As for the last reason, we can say that some people want to be their own bosses to organize their daily lives as they like. Although this way of life sounds difficult, we know how nature's power heals many people's problems.

c Tell students to read the sentences before listening to the audio so that they can be familiar with the vocabulary and sentences. Ask them to listen to the audio again and tick the reasons why some people prefer to live in nature. Check the answers with the class.

Answer Key

1 ✔ *stay away from modern technology and all other modern lifestyles.*
2 ✔ *live an independent life without working long hours.*
3 ☐ *save a lot of money on luxury things.*
4 ✔ *fulfil their goals like writing a book or learning new things.*
5 ✔ *stay away from the stressful life in the city.*
6 ☐ *know how much their beloved ones love them.*
7 ✔ *be their own bosses to organize their daily lives.*
8 ☐ *protect nature to get free things from it.*

d Before listening to the audio, remind students they should read the questions given so that they can be familiar with the vocabulary and sentences. Then ask them to listen to the audio again and answer the questions. Replay the audio if necessary. Check the answers with the class.

Answer Key

1 *People in crowded cities.*
2 *Modern technology and all other modern lifestyles.*
3 *Electricity, water, and other things.*
4 *It brings them happiness and joy.*
5 *To organize their daily lives as they like.*
6 *It sounds difficult.*

e Ask students to work in groups to talk about a film, book, documentary, or the news about people living in nature that they have heard about. Tell them they should first brainstorm about what they have heard about them and then explain it to their friends.

Speaking

a **Work in pairs. Talk about the questions below.**

1 Would you like to live in a cabin in the woods? Why/Why not?

2 What do you think the best activities are in nature?

BEING IN NATURE

I am Alice. I live in a one-room cabin in the woods with my husband, John, and our dog, Rex. In this tiny cabin, there is a big world for us; we read books, play musical instruments, and write about our experiences.

The outside of the cabin is also marvellous. In our garden, we can grow various fruit and vegetables, but we cannot eat all of them at once. That is why we dry them in summer to eat in winter. We also bury potatoes and onions under the soil in autumn to prevent them from going bad so we can eat them fresh in winter.

There is no public power supply in this area. We can generate electricity with solar panels and wind turbines, but we can use only a small amount of it. For that, we cannot use an oven, iron, or other electrical devices. John usually cooks our meals on a metal stove outside.

There is not any Internet connection or mobile phone reception, so we cannot get in touch with our beloved ones. Actually, this is not a big problem because they come and visit us here every six months. Being in nature and producing our own food and energy makes us feel self-sufficient and independent.

b **Scan the text and write the things Alice and John can and cannot do.**

They can...

1 _____

2 _____

3 _____

They cannot...

1 _____

2 _____

3 _____

c **Work in groups. Ask and answer questions about Alice and John as in the example.**

e.g. A: *Can John cook meals?*
B: *Yes, he can.*
A: *How can they generate electricity?*
B: *They can generate electricity with solar panels and wind turbines.*

d **Imagine you are living an isolated life in nature like the people in *Exercise b*. Talk about what you can do there.**

e **Work in pairs. Ask and answer about what you can and cannot do as in the example.**

e.g. A: *Can you ride a horse?*
B: *Yes, I can./No, I can't.*

Did you know

Recycling one aluminium can saves enough energy to run a TV for three hours.

Calculate how many aluminium cans save enough energy to run a TV for one week. Share your opinions about recycling with the class.

Search for some interesting environmental mathematical data to save energy for our daily lives. Share your research with the class.

Speaking

a Ask students to work in pairs and talk about the questions given. Remind them to take notes before speaking so that they can become more relaxed and fluent. After they have talked about the questions with their friends, ask them to share their opinions with the class.

Answer Key

1 *Students' own answers*

2 *Students' own answers*

b Ask students to scan the text and write what the people in the text can and cannot do. Tell them they will do the activity individually. Check the answers with the class. This activity enables students to scan reading passages about people to find out different/unusual abilities.

Answer Key

They can...

1 *grow fruit and vegetables in their garden.*

2 *eat potatoes and onions fresh in winter.*

3 *generate electricity with solar panels and wind turbines.*

They cannot...

1 *eat all of their fruit and vegetables at once.*

2 *use an oven, iron, or other electrical devices.*

3 *get in touch with their beloved ones.*

c Ask students to work in groups. Tell them they will take turns to ask and answer questions about the people in the text as in the example.

TEACHER'S NOTES

Suggested Answers

1 ***A:*** *Where can they grow various fruit and vegetables?*
B: *They can grow various fruit and vegetables in their garden.*

2 ***A:*** *How can they eat potatoes and onions fresh in winter?*
B: *They bury them in autumn to eat them fresh in winter.*

3 ***A:*** *Why cannot they get in touch with their beloved ones?*
B: *Because there is not any Internet connection or mobile phone reception.*

d Ask students to imagine they are living an isolated life in nature like the people in *Exercise b*. Have them talk about what they can do there. Remind them they can take notes before speaking. This activity enables students to talk about their abilities.

e Ask students to work in pairs. Tell them they will ask and answer about the abilities they can and cannot do as in the example. While they are doing the activity, walk around the class and monitor to help them with the target structure and pronunciation of the words. This activity also enables students to talk about their abilities.

Answer Key

Students' own answers

Did you know?

Ask students to read the information in the box. Then ask them if they think it is interesting or not. Let them share their opinions about recycling with the class. You can give them this part as homework. Tell them they will search for some interesting environmental mathematical data to save energy for our daily lives. Let them share their research with the class.

Answer Key

Students' own answers

4D TAKE CARE OF NATURE

Writing

a **Work in groups. Talk about the questions below.**

1 Why do you think we should appreciate nature?

2 What does Ralph Waldo Emerson mean by the sentence "The earth laughs in flowers."?

b **Read the paragraph below. Write the benefits of nature.**

1 _____

2 _____

3 _____

4 _____

NATURE

Flowers, plants, animals, the sky, mountains, and other natural wonders and beauties bring many benefits to us. Watching the sunset over the sea, seeing the warm colours of autumn, walking in the green parks in spring, and smelling the fresh air help us feel happy. We also feel more peaceful and relaxed in nature, and all the things we need to survive come from this endless self-renewing resource. It freely provides us with the requirements for our survival, such as the air we breathe, the water we drink, and the food we eat. We should just take the time to look more closely at it and appreciate its beauty. The thing we can do for nature is to enjoy it and take care of it as much as possible because it meets the basic needs of life.

c **Read the paragraph again and summarize it to your friends. Use the clues below.**

- Nature has got...
- In nature, we are...
- We should...
- Nature is a(n)...
- Nature freely provides...
- We can...

d **Read the sentences below. Rank them from 1 to 8 in order of importance to you.**

- ☐ Nature meets the basic needs of life.
- ☐ Nature gives a sense of peace and well-being.
- ☐ Nature reduces feelings of stress and anger.
- ☐ Nature boosts creativity.
- ☐ Nature makes us happy.
- ☐ Nature brings wonder, love, and joy.
- ☐ Nature protects us.
- ☐ Nature reduces the impacts of climate change.

e **Write a short paragraph about the sentences you ranked as the top two or three above. In your paragraph, you should...**

1 take the paragraph in *Exercise b* as a model.

2 write a title.

3 start with a topic sentence.

4 support the topic sentence.

5 draw a conclusion.

f **Check your partner's paragraph if s/he has considered the prompts above.**

4D TAKE CARE OF NATURE

Writing

a Ask students to work in groups to talk about the questions given. Remind them they can take notes before speaking so that they can become more relaxed and fluent when sharing their ideas. Let them share their opinions with the class.

Answer Key

1 *Students' own answers*

2 *Students' own answers*

b Ask students to read the paragraph and write the benefits of nature. Tell them they do not have to write the exact words in the text to write the benefits of nature; they can summarize what they have understood. Check the answers with the class.

Answer Key

1 *It makes us feel happy./We feel more peaceful and relaxed.*

2 *It gives us the air we breathe.*

3 *It gives us the water we drink.*

4 *It gives us the food we eat.*

c Ask students to read the paragraph again and summarize it to their friends using the clues given. Tell them they will complete each sentence with the information they have caught from the text to make a meaningful summary. Warn them that they do not have to make complex sentences. Let them summarize the paragraph to their friends.

Answer Key

- *Nature has got a lot of benefits for our lives.*
- *In nature, we are happy, peaceful, and relaxed.*
- *We should appreciate nature's beauty.*
- *Nature is an endless self-renewing resource.*
- *Nature freely provides us with the air, water, and food.*
- *We can enjoy it and take care of it.*

d Have students read the sentences and rank them from 1 to 8 in order of importance to them. After they have ranked the sentences, you can ask them why they think those are important to them. Let them share their opinions with the class.

Answer Key

Students' own answers

e Ask students to write a short paragraph about the sentences they have ranked as the top two or three in *Exercise d* in their notebooks. Tell them they should consider the prompts given in their paragraphs and take the paragraph in *Exercise b* as a model. This activity enables students to write a short paragraph about love for nature.

Answer Key

Students' own answers

f Once students have finished writing their paragraphs, remind them they will check their own paragraphs for final control. Then ask them to check their partner's paragraph if s/he has considered the prompts given.

TEACHER'S NOTES

Pronunciation

a **Listen and practise the sounds and words in the table below.** Track 4.3

/s/	/z/	/ɪz/
laugh**s**	run**s**	watch**es**
stop**s**	bring**s**	change**s**
cook**s**	see**s**	miss**es**
student**s**	meal**s**	box**es**
hat**s**	holiday**s**	dish**es**

b **Read out the words and write them under the correct sound.**

disasters | goes | reduces | walks | writes | says | bosses | helps | catches

/s/	/z/	/ɪz/

c **Listen to the audio and check your answers in *Exercise b*.** Track 4.4

d **Listen to the tongue twisters. Then practise them as fast as you can.** Track 4.5

1. Six slimy snails sailed silently.
2. Zizzi's zippy zipper zips.

e- portfolio

Work in groups of four. Start a campaign in your class to protect nature. Search the Net for the impacts of global warming and climate change on the Earth. Then distribute the tasks among the group members; for example, gathering information, preparing a brochure, writing mottos, preparing a slide show, etc. In your presentation, each group member should...

- start with a greeting/introduce herself/himself.
- explain why you have started this campaign.
- talk about your research and plans about what can be done to protect nature, etc.

Self-assessment

	Fair	Good	Great
I can identify time expressions of daily routines while listening.			
I can talk about my abilities.			
I can talk about my daily activities and the frequencies of those activities.			
I can identify specific information in an article on effects of natural events.			
I can scan reading passages about people to find out different abilities.			
I can write about my friend's daily life and the frequencies of his/her activities.			
I can write a short paragraph about love for nature.			

Pronunciation

a Before doing the activity, explain to students that the pronunciation of the final "s" in plural words and verbs in the third person depends on the final consonant sound before that "s". The ending is pronounced /s/ after a voiceless sound, it is pronounced /z/ after a voiced sound and is pronounced /ɪz/ or /əz/ after a sibilant sound. Give them examples of voiceless sounds such as makes /ks/, sits /ts/, keeps /ps/, voiced sounds such as calls /lz/, words /dz/, gloves /vz/, and sibilant sounds such as buses /sɪz/, teaches /tʃɪz/, and wishes /ʃɪz/. Ask them to listen and practise the sounds and words in the table. This activity enables students to pronounce the /s/, /z/, and /ɪz/ sounds. Track 4.3

Audio Script 4.3

Listen and practise the sounds and words in the table below.

/s/	/z/	/ɪz/
laughs	runs	watches
stops	brings	changes
cooks	sees	misses
students	meals	boxes
hats	holidays	dishes

TEACHER'S NOTES

b Ask students to read out the words and write them under the correct sound. Check the answers with the class. This activity also enables students to pronounce the /s/, /z/, and /ɪz/ sounds.

Answer Key

/s/	/z/	/ɪz/
helps	*disasters*	*bosses*
walks	*goes*	*reduces*
writes	*says*	*catches*

c Ask students to listen to the audio and check their answers in *Exercise b*. Track 4.4

Audio Script 4.4

Listen to the audio and check your answers in *Exercise b*.

/s/	/z/	/ɪz/
helps	disasters	bosses
walks	goes	reduces
writes	says	catches

TEACHER'S NOTES

Pronunciation

a **Listen and practise the sounds and words in the table below.** Track 4.3

/s/	/z/	/ɪz/
laugh**s**	run**s**	watch**es**
stop**s**	bring**s**	change**s**
cook**s**	see**s**	miss**es**
student**s**	meal**s**	box**es**
hat**s**	holiday**s**	dish**es**

b **Read out the words and write them under the correct sound.**

disasters | goes | reduces | walks | writes | says | bosses | helps | catches

/s/	/z/	/ɪz/

c **Listen to the audio and check your answers in *Exercise b*.** Track 4.4

d **Listen to the tongue twisters. Then practise them as fast as you can.** Track 4.5

1. Six slimy snails sailed silently.
2. Zizzi's zippy zipper zips.

e- portfolio

Work in groups of four. Start a campaign in your class to protect nature. Search the Net for the impacts of global warming and climate change on the Earth. Then distribute the tasks among the group members; for example, gathering information, preparing a brochure, writing mottos, preparing a slide show, etc. In your presentation, each group member should...

- start with a greeting/introduce herself/himself.
- explain why you have started this campaign.
- talk about your research and plans about what can be done to protect nature, etc.

Self-assessment

	Fair	Good	Great
I can identify time expressions of daily routines while listening.			
I can talk about my abilities.			
I can talk about my daily activities and the frequencies of those activities.			
I can identify specific information in an article on effects of natural events.			
I can scan reading passages about people to find out different abilities.			
I can write about my friend's daily life and the frequencies of his/her activities.			
I can write a short paragraph about love for nature.			

d Have students listen to the tongue twisters. Tell them to practise them as fast as they can. You can have them work individually, in pairs, or in groups. Encourage them to repeat the tongue twisters aloud. This activity also enables students to pronounce the /s/, /z/, and /ɪz/ sounds. Track 4.5

Audio Script 4.5

Listen to the tongue twisters. Then practise them as fast as you can.

1 Six slimy snails sailed silently.

2 Zizzi's zippy zipper zips.

e-portfolio

Give enough time to students to prepare for the task given. Ask them to work in groups of four. Tell them they will start a campaign in the class to protect nature, so they should search the Net for the impacts of global warming and climate change on the Earth. Remind them that each group member should have a different duty, such as gathering information, preparing a brochure, writing mottos, preparing a slide show, etc. Remind them that they are supposed to upload their tasks to the portfolio section on https://www.eba.gov.tr/. Then let them present their tasks to the class.

Self-assessment

Ask students to think of each criterion comprehensively and then to tick the options for themselves. If they need some help with the theme, retell the topic and give some extra examples, practices, activities, etc.

TEACHER'S NOTES

TEACHER'S NOTES

4A HABIT IS SECOND NATURE

a **Listen to the audio and circle the correct option for each sentence.** WB Track 4.1

1 Charlotte **never / always / usually** has a shower in the mornings.
2 She **usually / sometimes / always** has a glass of orange juice for breakfast.
3 She is **never / sometimes / rarely** late for school.
4 The music club meets **every day / once a week / twice a week** after school.

b **Listen again and answer the questions below.**

1 Who does Charlotte live with?
_____
2 How does she go to school when it rains?
_____
3 What are her responsibilities at home?
_____
4 How much time does she spend on the Net?
_____
5 What time does she go to bed?
_____

c **Put the words in the correct order to make meaningful sentences.**

1 do / grandparents / often / your / visit / how / you / ?
_____
2 big / a / day / I / breakfast / don't / every / have / .
_____
3 once / camping / year / goes / a / Lee / .
_____
4 does / son / the / my / ironing / never / .
_____
5 do / every / Jo / doesn't / Pilates / day / .
_____

d **Complete the sentences with the correct forms of *do*, *go*, and *have*.**

On Saturdays, Harrison usually gets up late. He _____ **(1)** some exercise and _____ **(2)** a shower before he _____ **(3)** a sandwich for breakfast. Then he _____ **(4)** the washing up and _____ **(5)** for a walk. He _____ **(6)** the shopping on the way home. When he gets home, he _____ **(7)** a cup of coffee, and then he lies down on the sofa and _____ **(8)** some rest.

e **Write a sentence to describe each photo. Use the time expressions in parentheses as in the example.**

WORKBOOK ANSWER KEY

4A HABIT IS SECOND NATURE

a

1 *never*
2 *sometimes*
3 *never*
4 *twice a week*

b

1 *She lives with her family.*
2 *She takes the bus.*
3 *She loads the dishwasher and takes out the trash.*
4 *She spends one hour on the Net.*
5 *She goes to bed at 11 p.m.*

c

1 *How often do you visit your grandparents?*
2 *I don't have a big breakfast every day.*
3 *Lee goes camping once a year.*
4 *My son never does the ironing.*
5 *Jo doesn't do Pilates every day.*

d

1 *does*
2 *has*
3 *has*
4 *does*
5 *goes*
6 *does*
7 *has*
8 *has*

e

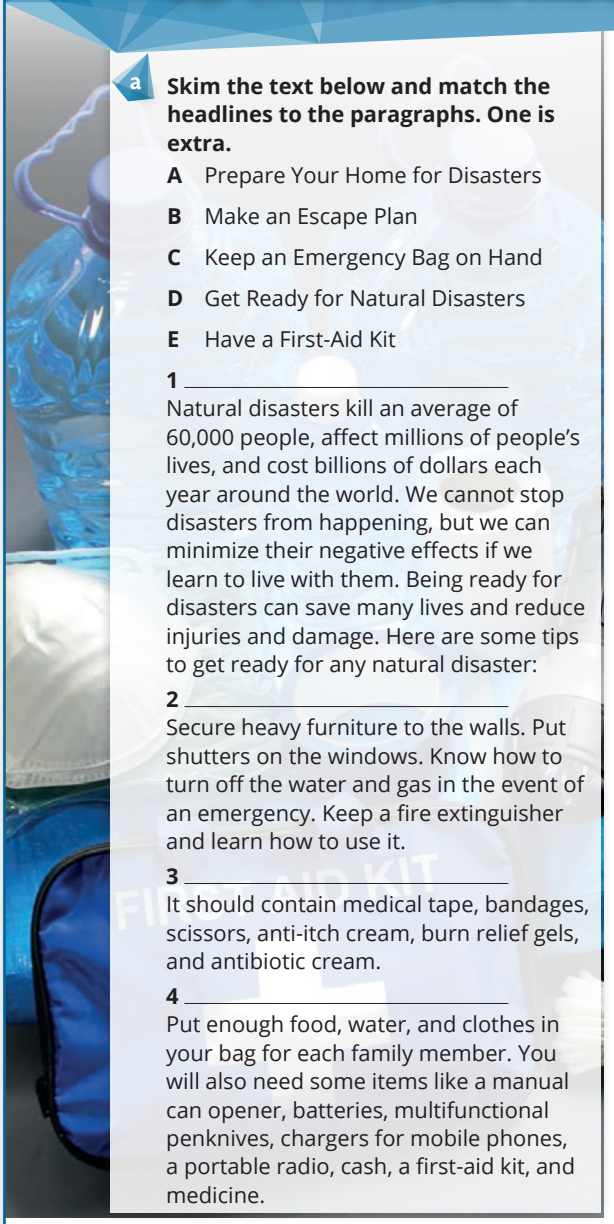
1 *I rarely do exercise at weekends.*
2 *I sometimes have a cup of coffee/tea at noons.*
3 *I always go jogging in the mornings.*
4 *I go camping once a month.*

WB Audio Script 4.1

Listen to the audio and circle the correct option for each sentence.
Hello, there! I'm Charlotte, and I'm a high school student. I live with my family in Manchester. I always get up at 7.30 a.m. on weekdays. First, I wash my face, and then I get dressed. I never have a shower in the mornings. I usually have a bowl of cornflakes with milk and toast with peanut butter for breakfast, but sometimes, I just have a glass of orange juice and leave home at 8 a.m. I usually walk to school because it isn't far from home, but I take the bus when it rains. I'm never late for school. School starts at 8.30 a.m., and the lunch break is at noon. I always have my lunch at the school canteen. School finishes at 3.30 p.m. I'm a member of the music club, and we meet twice a week after school, so I leave school at 5 p.m. on these two days. I also have some responsibilities at home. I load the dishwasher and take out the trash after dinner every day. After doing my homework, I spend one hour on the Net. I always have a shower before I go to bed at 11 p.m.

TEACHER'S NOTES

4B CALM BEFORE THE STORM



a **Skim the text below and match the headlines to the paragraphs. One is extra.**

A Prepare Your Home for Disasters

B Make an Escape Plan

C Keep an Emergency Bag on Hand

D Get Ready for Natural Disasters

E Have a First-Aid Kit

1 _____

Natural disasters kill an average of 60,000 people, affect millions of people's lives, and cost billions of dollars each year around the world. We cannot stop disasters from happening, but we can minimize their negative effects if we learn to live with them. Being ready for disasters can save many lives and reduce injuries and damage. Here are some tips to get ready for any natural disaster:

2 _____

Secure heavy furniture to the walls. Put shutters on the windows. Know how to turn off the water and gas in the event of an emergency. Keep a fire extinguisher and learn how to use it.

3 _____

It should contain medical tape, bandages, scissors, anti-itch cream, burn relief gels, and antibiotic cream.

4 _____

Put enough food, water, and clothes in your bag for each family member. You will also need some items like a manual can opener, batteries, multifunctional penknives, chargers for mobile phones, a portable radio, cash, a first-aid kit, and medicine.

b **Read the text and answer the following questions.**

1 What are the effects of natural disasters around the world?

_____

2 How can you protect your heavy furniture from falling down?

_____

3 What should you keep in your first-aid kit?

_____

4 How much food or water do you need to put in your emergency bag?

_____

c **Complete the sentences with the words below. Change the form if necessary.**

heatwave handle damage
injury hit destroy experience

1 According to the meteorological agency, an average of 26 typhoons _____ Japan each year.

2 Different parts of the world _____ extreme weather events because of global warming.

3 I think Tina can _____ this problem because she is good at finding original ideas.

4 Car accidents are the main cause of most _____.

5 Doctors warn people to stay out of the sun during a _____.

6 Earthquakes cause _____ to buildings and roads.

7 Wildfires can _____ towns if they grow out of control.

d **Find the six natural disasters in the puzzle. The words are hidden vertically, horizontally, or diagonally in both directions.**

A	G	T	B	T	S	H	W	X	E	N	A
G	B	Y	O	Q	H	I	Y	H	O	V	L
U	R	W	N	F	L	G	C	Z	D	D	Q
W	E	C	X	D	I	N	U	X	A	U	F
S	B	E	F	M	A	I	B	O	N	S	I
Q	A	I	J	L	L	W	T	Q	R	L	E
B	R	B	A	Q	Q	Y	T	A	O	D	T
E	B	V	K	T	O	U	U	H	T	O	X
E	A	R	T	H	Q	U	A	K	E	F	Y
K	S	C	R	G	S	L	O	K	O	I	R
E	N	A	C	I	R	R	U	H	C	G	Q
W	U	X	X	D	T	P	N	V	B	F	V

29

4B CALM BEFORE THE STORM

a

1 *D*
2 *A*
3 *E*
4 *C*

b

1 *Natural disasters kill an average of 60,000 people, affect millions of people's lives, and cost billions of dollars each year around the world.*
2 *You can secure them to the walls.*
3 *A medical tape, bandages, scissors, anti-itch cream, burn relief gels, and antibiotic cream.*
4 *You should put enough food and water for each family member.*

c

1 *hit*
2 *experience*
3 *handle*
4 *injuries*
5 *heatwave*
6 *damage*
7 *destroy*

TEACHER'S NOTES

d

A	G	T	B	T	S	H	W	X	E	N	A
G	B	Y	O	Q	H	I	Y	H	O	V	L
U	R	W	N	F	L	G	C	Z	D	D	Q
W	E	C	X	D	I	N	U	X	A	U	F
S	B	E	F	M	A	I	B	O	N	S	I
Q	A	I	J	L	L	W	T	Q	R	L	E
B	R	B	A	Q	Q	Y	T	A	O	D	T
E	B	V	K	T	O	U	U	H	T	O	X
E	A	R	T	H	Q	U	A	K	E	F	Y
K	S	C	R	G	S	L	O	K	O	I	R
E	N	A	C	I	R	R	U	H	C	G	Q
W	U	X	X	D	T	P	N	V	B	F	V

TEACHER'S NOTES

4C NATURE CALLS YOU

a **Look at the photo below and write sentences to describe it.**

1 _____

2 _____

3 _____

b **Listen to the audio and answer the questions.**

WB Track 4.2

1 How long does Steve stay in the countryside?

_____

2 How does he return to the city?

_____

3 Why does he feel more self-sufficient?

_____

4 What does he spend money on when he lives in the countryside?

_____

5 What does living in the countryside teach him in his professional life?

_____

c **Listen to the audio again and circle the subject of the text.**

1 Living in a low-cost environment makes Steve happy.

2 For three months every year, he goes to the countryside.

3 Living in the countryside offers him a lot of advantages.

4 People must move away from the busy cities for three months every year.

d **Write what you can and cannot do as in the example.**

e.g. *I can speak English fluently, but I can't speak German.*

1 _____

2 _____

3 _____

4 _____

5 _____

e **Look at the table below and write the sentences as in the example.**

e.g. *Aslı can swim, but she can't ride a bike. Aslı can speak English, but Marry can't speak English.*

	Aslı	Joseph	Marry	Kevin
Ride a bike	✗	✔	✔	✗
Rollerblade	✗	✔	✗	✗
Swim	✔	✗	✔	✔
Play an instrument	✗	✔	✗	✔
Paint a portrait	✗	✗	✔	✗
Speak English	✔	✔	✗	✔
Edit a video	✔	✗	✔	✗

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

4C NATURE CALLS YOU

a

Suggested Answers

1 *It seems like a beautiful place./There are two people in nature.*

2 *They spend time together and eat something.*

3 *They look happy and relaxed.*

b

1 *He stays there for three months.*

2 *He returns in a more relaxed mood.*

3 *Because he has to do everything on his own.*

4 *He spends money on essential things like food.*

5 *It teaches him how to be more disciplined.*

c

3 *Living in the countryside offers him a lot of advantages.*

d

Students' own answers

e

Suggested Answers

1 *Joseph can ride a bike, but he can't swim.*

2 *Joseph can play an instrument, but Marry can't play an instrument.*

3 *Marry can swim, but she can't rollerblade.*

4 *Marry can edit a video, but Kevin can't edit a video.*

5 *Kevin can speak English, but Marry can't speak English.*

6 *Kevin can play an instrument, but he can't paint a portrait.*

WB Audio Script 4.2

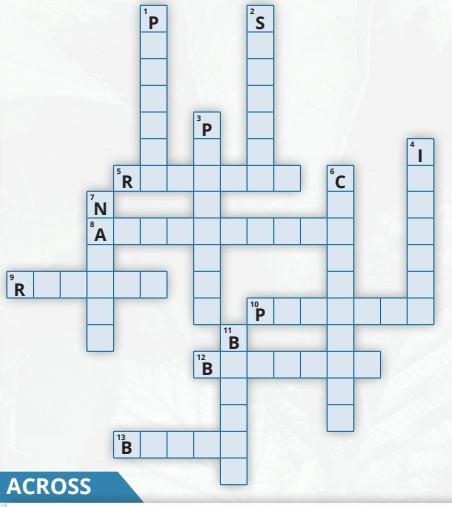
Listen to the audio and answer the questions.

Hi, I'm Steve. Every summer, my family and I move away from our crowded city to the countryside for three months. I always return in a more relaxed mood and more focused on my work and daily activities. I learn a lot from nature like how to be more self-sufficient because I have to do everything on my own. This way of life also allows me to cut down on unnecessary spending and save a lot of money on luxury items. When I live there, I only spend money on essential things like food. Living in a low-cost environment teaches me to avoid habitual shopping, buying unnecessary items, and eating out frequently. It also teaches me how to manage my daily life in the city and how to be more disciplined in my professional life.

TEACHER'S NOTES

4D TAKE CARE OF NATURE

a **Use the clues below and complete the crossword puzzle.**



ACROSS

5 calm and not worried
8 to understand the worth of something
9 to become less or smaller
10 to keep someone or something safe
12 something good or helpful
13 to make something increase

DOWN

1 to give something to someone who needs it
2 to continue to live or exist
3 quiet and calm
4 the powerful effect that something has
6 the ability to produce new things or ideas
7 all the plants, animals, etc. in the world
11 the quality of being pleasant to the senses

b **Write a paragraph about why we should protect nature.**

c **Put the sentences in order to make a meaningful paragraph.**

- ☐ It is not clear why people choose this lifestyle.
- ☐ It also means being away from the modern lifestyle.
- ☐ Whatever the reason is, they enjoy being in nature because they feel happy and comfortable.
- ☐ Experts say that the reasons can change from person to person.
- [1] "Living off the grid" means having no access to the public water or electricity supply.
- ☐ Nature, of course, plays an important role in their decisions.

d **Write sentences about why you love nature as in the example.**

e.g. *I love nature because it gives us a healthy life.*

1 _____

2 _____

3 _____

4 _____

e **Look at the photos below and write mottos for each to protect nature.**

4D TAKE CARE OF NATURE

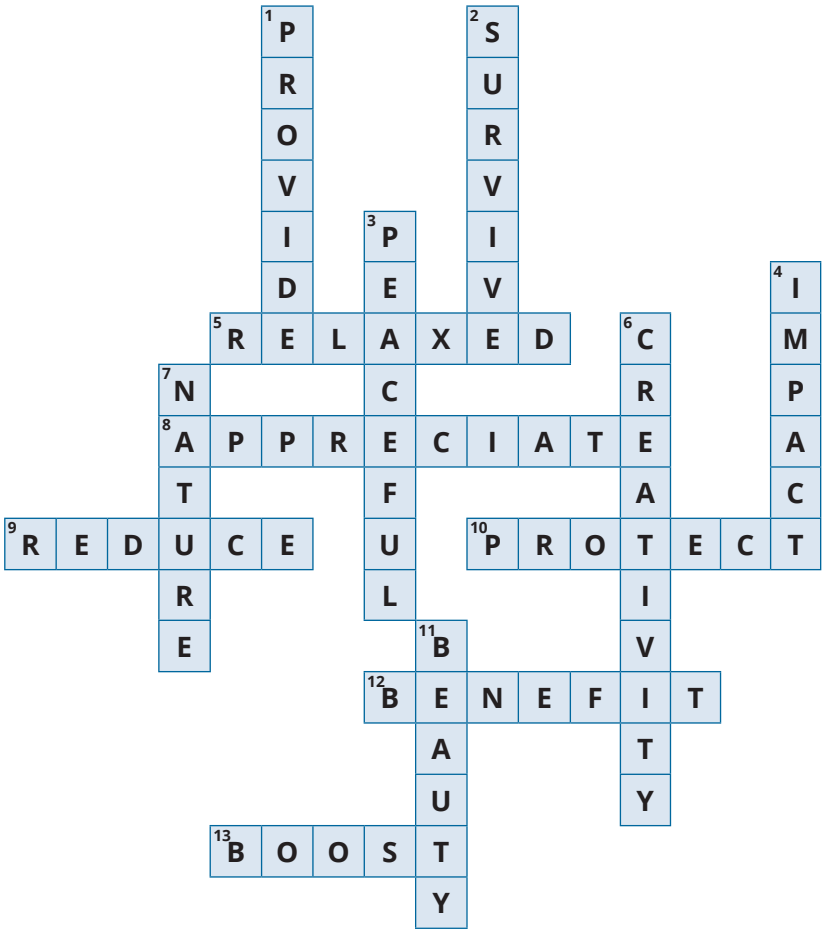
a

ACROSS

5 *relaxed*
8 *appreciate*
9 *reduce*
10 *protect*
12 *benefit*
13 *boost*

DOWN

1 *provide*
2 *survive*
3 *peaceful*
4 *impact*
6 *creativity*
7 *nature*
11 *beauty*



b

Students' own answers

c

3 *It is not clear why people choose this lifestyle.*
2 *It also means being away from the modern lifestyle.*
6 *Whatever the reason is, they enjoy being in nature because they feel happy and comfortable.*
5 *Experts say that the reasons can change from person to person.*
1 *"Living off the grid" means having no access to the public water or electricity supply.*
4 *Nature, of course, plays an important role in their decisions.*

d

Students' own answers

e

Suggested Answers

Be aware, take action.
Stop global warming.
Take care of nature as much as you take care of yourself.
We can reduce the impact of natural disasters.

5A YOU LOOK GORGEOUS

Lead-in

Work in groups. Discuss the questions.

1 Do you think people should give importance to their physical appearance? Why/Why not?

2 Do you think the physical appearance of people gives clues about their characters? Why/Why not?

Listening

a **Work in pairs. Match the people to the descriptions below.**

1 ☐ He is quite tall and well built. He is in his thirties.

2 ☐ She is of medium height. She has got long, curly, ginger hair.

3 ☐ She is tall and plump. She has got a round face.

4 ☐ He is middle-aged. He is bald. He is wearing glasses.

5 ☐ She is short and slim. She has got short, fair hair.

6 ☐ He is of medium weight. He has got a moustache and a beard.

b **Listen to the audio and match the names to the descriptions.** Track 5.1

a Sally **b** Steve **c** Isabel **d** Jack **e** Katarina

1 ☐ elegant and in her fifties; has got a round face and hazel eyes

2 ☐ chubby, fashionable, and stylish

3 ☐ medium build; has got a moustache and a beard

4 ☐ average height and slim; has got long, wavy, dyed hair

5 ☐ well-dressed, muscular, and handsome

c **Listen to the audio again and answer the questions.**

1 What does Steve regularly do?

_____

2 How does Isabel look with wrinkles on her face?

_____

3 Why does Jack not cut his moustache and beard?

_____

4 What type of hair has Katarina got?

_____

5 How often does Katarina dye her hair?

_____

d **Work in pairs. Read the dialogue below and act it out.**

Kathy: Who is your inspirational character?
Theo: Basketball player Stephen Curry.
Kathy: What does he look like?
Theo: He's well built, handsome, and charismatic. He's got short light brown hair and green eyes.
Kathy: How old is he?
Theo: I think he's 34 years old. He looks much younger than his age.
Kathy: How tall is he?
Theo: He's quite tall. I'm not sure, but he's around 190 cm.

e **Make a similar dialogue as in *Exercise d* with your partner.**

THEME 5 INSPIRATIONAL PEOPLE

5A YOU LOOK GORGEOUS

Lead-in

Ask students to work in groups and discuss the questions given. Tell them that they can take notes before speaking. Let them share their opinions with the class.

Answer Key

1 *Students' own answers*

2 *Students' own answers*

Listening

a Ask students to work in pairs and match the people to the descriptions. Tell them they should pay attention to the phrases used to describe people's age, hair, and other features. Check the answers with the class.

Answer Key

1 *c Crispin*	**3** *d Evie*	**5** *f Amelia*
2 *b Freya*	**4** *a Luke*	**6** *e Seth*

b Ask students to read the phrases before listening to the audio. Have them listen to the audio and match the names to the descriptions. Check the answers with the class. This activity enables students to identify the descriptions of people's appearances in a recorded text.

Track 5.1

Answer Key

1 *c Isabel*	**3** *d Jack*	**5** *b Steve*
2 *e Katarina*	**4** *a Sally*	

Audio Script 5.1

Listen to the audio and match the names to the descriptions.

Ellie: Your birthday party is so crowded, dear, and tell me who they are.

Audrey: Yes. Let's start with Sally. Do you see the woman standing next to the door?

Ellie: No. What does she look like?

Audrey: She's of average height, slim, and about thirty-five. She's got long, wavy, dyed hair.

Ellie: Yeah, she looks beautiful. Wow, who's that good-looking man coming in right now?

Audrey: You mean Steve? He's a well-known influencer. He's always well-dressed. He regularly goes to the gym and takes care of his health too much. He's muscular and handsome.

Ellie: Right, he's also smiling happily. Er, who's that woman next to the big table with her back to us?

Audrey: She's Steve's mother, Isabel. I can say she's the most elegant woman here. She's dark and in her fifties. She's got a small nose, a round face, and hazel eyes. She's got some wrinkles on her face, but they make her so serious and attractive.

Ellie: I hope I'll look as beautiful as she's when I get older. Who's the man in the black suit?

Audrey: Which one?

Ellie: Look this way, a bald man in a black suit.

Audrey: Oh, Uncle Jack. He's of medium build, and he's got light brown eyes and a big moustache. Anyway, we all insist on cutting his moustache and beard, but he loves them.

Ellie: Who's this lovely, chubby girl with curly hair?

Audrey: My niece, Katarina, I love her very much.

Ellie: Well, so interesting. What colour is her hair?

Audrey: She's red-headed. Every two months, she dyes her hair to wear this colour. You know, some teenagers try to be fashionable and stylish.

5A YOU LOOK GORGEOUS

Lead-in

Work in groups. Discuss the questions.

1 Do you think people should give importance to their physical appearance? Why/Why not?

2 Do you think the physical appearance of people gives clues about their characters? Why/Why not?

Listening

a **Work in pairs. Match the people to the descriptions below.**

1 ☐ He is quite tall and well built. He is in his thirties.

2 ☐ She is of medium height. She has got long, curly, ginger hair.

3 ☐ She is tall and plump. She has got a round face.

4 ☐ He is middle-aged. He is bald. He is wearing glasses.

5 ☐ She is short and slim. She has got short, fair hair.

6 ☐ He is of medium weight. He has got a moustache and a beard.

b **Listen to the audio and match the names to the descriptions.** Track 5.1

a Sally **b** Steve **c** Isabel **d** Jack **e** Katarina

1 ☐ elegant and in her fifties; has got a round face and hazel eyes

2 ☐ chubby, fashionable, and stylish

3 ☐ medium build; has got a moustache and a beard

4 ☐ average height and slim; has got long, wavy, dyed hair

5 ☐ well-dressed, muscular, and handsome

c **Listen to the audio again and answer the questions.**

1 What does Steve regularly do?

_____

2 How does Isabel look with wrinkles on her face?

_____

3 Why does Jack not cut his moustache and beard?

_____

4 What type of hair has Katarina got?

_____

5 How often does Katarina dye her hair?

_____

d **Work in pairs. Read the dialogue below and act it out.**

Kathy: Who is your inspirational character?
Theo: Basketball player Stephen Curry.
Kathy: What does he look like?
Theo: He's well built, handsome, and charismatic. He's got short light brown hair and green eyes.
Kathy: How old is he?
Theo: I think he's 34 years old. He looks much younger than his age.
Kathy: How tall is he?
Theo: He's quite tall. I'm not sure, but he's around 190 cm.

e **Make a similar dialogue as in *Exercise d* with your partner.**

c Ask students to read the questions before listening to the audio so that they can be familiar with the words and phrases. Ask them to listen to the audio again and answer the questions. Check the answers with the class.

Answer Key

1 *He regularly goes to the gym.*

2 *She looks so serious and attractive.*

3 *He loves them.*

4 *She has got curly hair.*

5 *She dyes her hair every two months.*

d Ask students to work in pairs and read the dialogue. Then ask them to act it out. While they are doing the activity, monitor them to see if they need help with the pronunciation of the words.

e Ask students to make a similar dialogue as in *Exercise d* with their partners. Let them act out their dialogues.

TEACHER'S NOTES

TEACHER'S NOTES

Speaking

a **Match the categories below to the correct group of words. One is extra.**

Clothes | Sports outfit | Accessories | Footwear

1 _____ : necklace, bracelet, gloves, headscarf, earrings, belt

2 _____ : sandals, boots, sneakers, slippers, high heels, socks

3 _____ : dress, suit, blouse, skirt, trousers, sweater

b **Work in pairs. Make a similar dialogue as below and act it out.**

Jack: What do you usually wear?
Nora: I prefer wearing loose clothes; a large sweater, a pair of canvas sneakers, and loose trousers.
Jack: I think you like vintage-style clothes.
Nora: No, not exactly vintage. I like comfortable clothing.

c **Look at the people at the awards ceremony. Describe their physical appearances and clothes as in the example.**

e.g. *Emma Watson is very beautiful with her long brunette hair. She is wearing high heels.*

Emma Watson

Denzel Washington

d **Work in groups. Talk about what people usually wear for the occasions below.**

- Wedding ceremony
- Graduation ceremony
- Birthday party
- Picnic

e **Look at the photos below. Talk about what the people in each photo are doing as in the examples.**

A

e.g. *The man in the blue jeans is playing the accordion.*

B

e.g. *The child in the yellow T-shirt is singing a song.*

f **Work in groups. Ask and answer questions about what is happening in the class now.**

Idiom of the Day

Read the dialogue and answer the following question.

Sienna: Hi, what time are we meeting today?
Elsie: Sorry, but I don't want to go out today.
Sienna: Is there something wrong?
Elsie: Yes, I've got a new haircut, and I'm not pleased with it.
Sienna: I'm sure you're wrong. Send me your photo, please.
Elsie: Okay, but be honest with me.
Sienna: Wow, **you look like a million dollars**. You look gorgeous.

Who usually looks like a million dollars around you? Describe him/her.

Speaking

a Ask students to match the categories to the correct group of words. If they do not know the meaning of the words, tell them they can look them up in the dictionary or ask their friends. Check the answers with the class.

Answer Key

1 *Accessories* **2** *Footwear* **3** *Clothes*

b Have students work in pairs. Ask them to make a similar dialogue to the one given, then encourage them to act their dialogues out.

c Ask students to look at the people at the awards ceremony and describe their physical appearances and clothes as in the example.

Suggested Answers

Emma Watson has got long, brown, wavy hair. She is of medium height and slim. She has got an oval face and a small nose. She is smiling. She is wearing a black shirt, a long white skirt, and a bracelet.

Denzel Washington has got short black hair. He is tall and overweight. He has got a round face and a medium-sized nose. He is wearing a suit, a bow tie, a white shirt, and black shoes.

d Ask students to work in groups and talk about what people usually wear for the occasions given. While they are doing the activity, monitor them to see if they need help with the pronunciation of the words.

Answer Key

Students' own answers

TEACHER'S NOTES

e Ask students to look at the photos and talk about what the people in each photo are doing as in the examples. Let them share their sentences with the class. This activity enables students to describe current actions in pictures.

Suggested Answers

In photo A, the man in the blue shirt is playing a flute. The man in the grey shirt is standing and playing the chello. Four street musicians are giving a small concert. A few people are listening to the street musicians.

In photo B, the man in the blue shirt is playing the guitar. The other family members are entertaining. The little girl in the white shirt is playing the drums. The grandparents are applauding their grandchildren.

f Ask students to work in groups. Have them ask and answer questions about what is happening in the class now. While they are doing the activity, monitor them to see if they need help with the pronunciation of the words.

Idiom of the Day

Tell students to read the dialogue and ask them what the meaning of the idiom could be. Have them infer the meaning from the dialogue. Then encourage them to share their opinions about the question. The meaning of the idiom is "to look and feel extremely good".

Answer Key

Students' own answers

TEACHER'S NOTES

5B HANG IN THERE

Reading

a **Discuss the following questions with your classmates.**

1 What do you think makes a person inspiring?

2 Who inspires you the most? Why?

b **Skim the text and circle what it is about.**

1 It is about hard-working people.

2 It is about the obstacles people face.

3 It is about people's dreams.

4 It is about inspirational people.

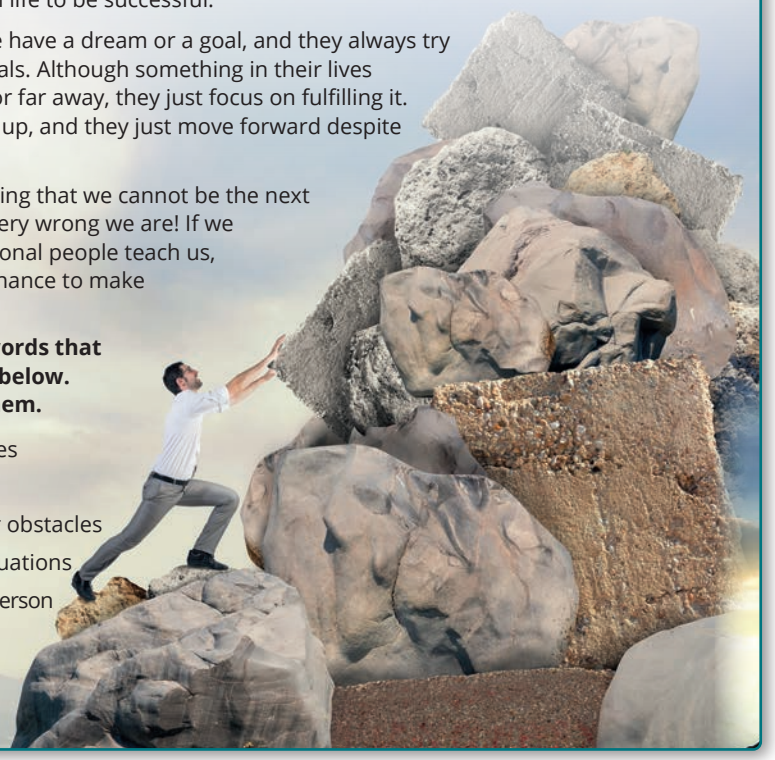
Successful Characters

We all love to pursue someone inspiring because their words or actions make us think about our own lives. In particular, when we feel burnt out or on the edge of giving up, their words and actions inspire us. These people's challenging lives and great achievements light a spark inside us; we feel the power in our hearts and feel strong enough to take action.

This person could be a family member, a good friend, or a good person around us. On the other hand, there are a lot of inspirational people with amazing success stories around the world. Most of us think that these people usually come from modest, middle-class, or poor backgrounds, but in fact, they come from all walks of life. We also know them for their inspiring achievements and their comfortable lives, but in fact, they usually face big challenges and obstacles in real life to be successful.

All of these inspirational people have a dream or a goal, and they always try to achieve their dreams and goals. Although something in their lives seems impossible, unrealistic, or far away, they just focus on fulfilling it. In other words, they never give up, and they just move forward despite difficult times and situations.

Maybe most of us have the feeling that we cannot be the next inspirational person, but how very wrong we are! If we follow the lessons that inspirational people teach us, we can realize that we have a chance to make our dreams come true.



c **Scan the text and write the words that complete the words/phrases below. Then make sentences with them.**

1 _____ success stories

2 _____ backgrounds

3 _____ challenges or obstacles

4 _____ times and situations

5 _____ inspirational person

5B HANG IN THERE

Reading

a Ask students to discuss the questions with their classmates. Remind them they can take notes before speaking so that they can become more relaxed and fluent when sharing their ideas. Let them share their opinions with the class.

Answer Key

1 *Students' own answers*

2 *Students' own answers*

b Explain the skimming reading strategy to students once more. Ask them to read the text and circle what it is about. Check the answer with the class.

Answer Key

4 *It is about inspirational people.*

c Have students scan the text and write the words that complete the words/phrases given. Then ask them to make sentences with the phrases. Check the answers with the class. This activity enables students to scan a text for specific information.

Answer Key

1 *amazing success stories*

2 *modest, middle-class, or poor backgrounds*

3 *big challenges or obstacles*

4 *difficult times and situations*

5 *next inspirational person*

TEACHER'S NOTES

TEACHER'S NOTES

d **Match the highlighted words in the text to the definitions. Then make sentences with them.**

1 _____ : not talking much about your own abilities or possessions

2 _____ : to understand or become aware of something

3 _____ : feeling very tired both physically and emotionally, and need to have a rest

4 _____ : providing exciting new ideas

5 _____ : to try to achieve or get something

6 _____ : a small flash of light

7 _____ : a situation or an event that makes it difficult to achieve something

e **Answer the following questions according to the text.**

1 Why do we love to pursue someone inspiring?

_____

_____

2 What helps us to feel stronger to take action?

_____

_____

3 Where do inspirational people come from?

_____

_____

4 What do they usually face in real life?

_____

_____

5 What do they do despite facing difficult times and situations?

_____

_____

6 What can we realize if we follow the lessons that they teach us?

_____

_____

f **Read the text again and summarize it to your friends. Use the clues below.**

- Inspirational people help us... because...
- We feel the power..., so...
- They always try to..., and...
- We think we cannot..., but...

g **Work in pairs. Talk about the people you like. Consider the points below.**

1 The reasons why you get inspired by him/her
2 The success stories of his/her
3 The backgrounds s/he comes from
4 The challenges or obstacles s/he faces
5 The topics that you usually get inspiration from

Guess Who

- Take the worksheet from your teacher.
- Work in pairs and think of one of the people on the worksheet.
- Do not say who you are thinking of.
- Ask and answer questions to find out that secret person.
- Each correct guess is worth one point.
- The student with the most points at the end is the winner.

d Have students match the highlighted words in the text to the definitions. Tell them that they should make sentences with the words given. Check the answers with the class and let them share their sentences with the class. This activity enables students to guess the meanings of unknown words from the contexts.

Answer Key

1 *modest*
2 *realize*
3 *burnt out*
4 *inspirational*
5 *pursue*
6 *spark*
7 *obstacle*

e Ask students to answer the questions according to the text. Check the answers with the class.

Answer Key

1 *Because their words or actions make us think about our own lives.*
2 *These people's challenging lives and great achievements help us.*
3 *They come from all walks of life.*
4 *They usually face big challenges or obstacles in real life.*
5 *They never give up, and they just move forward.*
6 *We can realize that we have a chance to make our dreams come true.*

f Ask students to read the text again and summarize it to their friends using the clues given. Tell them they will complete each sentence with the information they have caught from the text to make a meaningful summary. Warn them that they do not have to make complex sentences. Let them summarize the text to their friends.

Answer Key

- *Inspirational people help us to think about our own lives because their words and actions inspire us.*
- *We feel the power in our hearts and feel strong, so we take action.*
- *They always try to achieve their dreams and goals, and they focus on fulfilling something impossible.*
- *We think we cannot be the next inspirational person, but we are wrong.*

g Ask students to work in pairs and talk about the people they like. Remind them to take notes before speaking so that they can become more relaxed and fluent. Ask them to share their opinions with the class.

Game Time

Guess Who

The aim of this activity is to help students recall the vocabulary connected to asking about and describing someone's physical appearance.

Materials and Preparation

Copy the worksheet on page 310 for each student.

Procedure

1 Put the class into pairs and give each student a copy of the worksheet.
2 Tell them that they are going to keep one of the people on the worksheet in their mind, and they should not say who that person is. Their partner is going to ask questions to find out which person their partner is thinking of.
3 Tell them that they are going to take it in turns to ask and answer about the people on the worksheet. Remind them that they can ask up to five questions to find out the other student's secret person.
4 Ask students to use yes/no questions such as "A: Has s/he got long hair?" "B: Yes, s/he has./No, s/he hasn't." or "A: Is s/he wearing a suit?" "B: Yes, s/he is./No, s/he isn't."
5 The student who finds the correct person scores one point. The student with the most points at the end of the game is the winner.

5C A PEOPLE PERSON

Listening

a **Work in pairs. Describe the people below and talk about the characteristics you think they might have.**

Penélope Cruz
Spanish actress

Mohamed Salah
Egyptian footballer

Marie Curie
Polish-born French physicist

Ed Sheeran
British singer and songwriter

b **Listen to the audio. Circle which of the questions below is answered.** Track 5.2

1 Why do inspiring people pursue their dreams?
2 What are the character traits of inspiring people?
3 How do inspiring people live in their comfort zone?
4 What are the physical appearances of inspiring people?

c **Listen to the audio again and tick (✓) the characteristics of inspiring people.**

1 ☐ They have a lot of money, so they feel comfortable.
2 ☐ They are courageous, so they can leave their comfort zone.
3 ☐ They know they can get everything on the first try.
4 ☐ They have deep empathy for others.
5 ☐ They usually donate to a charity.
6 ☐ They think everything they do is important.
7 ☐ They want to make a difference.
8 ☐ They want to make the world a better place.

d **Listen again and answer the following questions.**

1 What are inspirational people not afraid of?
_____
2 What is not an option for them?
_____
3 What is the third trait they have?
_____
4 To whom do they usually offer help?
_____
5 What do they have to make a difference?
_____
6 How do they touch the lives of others?
_____

e **Think of a well-known person and talk about his/her characteristics. Consider the questions below.**

- Who is s/he? What is his/her job?
- What achievements does that person have?
- What are the most important characteristics of that person? What is s/he like?
- How do you think that person inspires people?

5C A PEOPLE PERSON

Listening

a Ask students to look at the photos and talk about what characteristics they think these people might have. Let them share their opinions with the class.

Answer Key

Students' own answers

b Tell students to read the sentences before listening to the audio so that they can be familiar with the vocabulary and sentences. Ask them to listen to the audio and circle which of the questions is answered. Check the answer with the class. Track 5.2

Answer Key

2 *What are the character traits of inspiring people?*

Audio Script 5.2

Listen to the audio. Circle which of the questions below is answered.
I always admire people who make a positive impact on the world. What makes a person inspiring? A few of their character traits are listed here. First, they have a huge amount of courage, and they are not afraid to pursue their dreams. They are courageous, so they can leave their comfort zone and overcome their fears. Second, giving up is not an option for them; they know people can't always get what they want on the first try. Third, they have deep empathy for others. They usually donate to a charity or offer help to people in need. They usually put themselves in somebody else's shoes, and they try to understand other people's feelings. Lastly, they really want to make a difference. Inspiring people have a vision; they want to do something important to help people or make the world a better place. Shortly, they touch the lives of others with their good actions.

c Tell students to read the sentences before listening to the audio so that they can be familiar with the vocabulary and sentences. Ask them to listen to the audio again and tick the characteristics of inspiring people. Check the answers with the class.

Answer Key

1 ☐ *They have a lot of money, so they feel comfortable.*
2 ✔ *They are courageous, so they can leave their comfort zone.*
3 ☐ *They know they can get everything on the first try.*
4 ✔ *They have deep empathy for others.*
5 ✔ *They usually donate to a charity.*
6 ☐ *They think everything they do is important.*
7 ✔ *They want to make a difference.*
8 ✔ *They want to make the world a better place.*

d Before listening to the audio, remind students they should read the questions given so that they can be familiar with the vocabulary and sentences. Then ask them to listen to the audio again and answer the questions. Replay the audio if necessary. Check the answers with the class.

Answer Key

1 *They are not afraid of pursuing their dreams.*
2 *Giving up is not an option for them.*
3 *They have deep empathy for others.*
4 *They usually offer help to people in need.*
5 *They have a vision.*
6 *They touch the lives of others with their good actions.*

e Ask students to think of a well-known person and talk about his/her characteristics. Remind them that they should consider the questions given. Let them share their opinions with the class.

Answer Key

Students' own answers

Speaking

a **Work in pairs. Talk about people you know who can match each word below. Give reasons.**

cheerful reliable generous helpful
stubborn shy serious outgoing
nervous ambitious honest kind
modest enthusiastic confident

b **Look at the situations below. Talk about what characteristics you think they have.**

1
My friend, Jenny, looks very serious and moody. In fact, she is different from how she looks. She is one of the most cheerful people I know. She likes working for aid organizations and launching campaigns to protect animals and the environment.

2
Ali is studying very hard; he says he has a lot of goals to achieve. He is the same age as me, but he levelled up last year, so he is in a higher class now. He is a genius. I believe in him; he never gives up on his dreams.

3
Mary works with children for a volunteer project. She is normally very serious, but she becomes the funniest girl when she is with children. She loves starting campaigns to draw people's attention to children's rights.

4
Santos is an ambitious guy, and he is studying hard for his dreams. He believes he can make a difference in people's lives, so he wants to be a scientist. He knows some obstacles and failures are normal in his life, and he pursues his dreams.

c **Compare the people in *Exercise b* as in the example.**

e.g. *Jenny is as helpful as Mary.*

Mary is different from Jenny. She is serious, but Jenny is cheerful.

Ali is similar to Santos. They both like studying hard.

d **Work in groups. Compare the appearance and personality characteristics of inspiring people you like as in the example. Use the phrases below.**

e.g.

My inspiring character is Penélope Cruz. She's much more beautiful than many actresses. She's talented, cheerful, and full of energy. She's also sensitive to people in need, so she's joining aid organizations.

I totally disagree with you. She's not as beautiful as many actresses, and she looks very serious. My favourite actress is Emma Watson. She is the most talented actress.

Agreeing
- You're absolutely right.
- Absolutely./Exactly.
- That's exactly what I think.
- I totally agree with you.

Disagreeing
- I don't agree with you.
- I totally disagree.
- Absolutely not.
- I don't think so.

e **Write a text about the inspirational people you have talked about in *Exercise d*. In your text, you should...**

- compare the appearance and personality characteristics of people you like and the ones your friend likes.
- give your opinion about them.

Did you know

The following people struggled to achieve equal rights for their people. They are still an inspiration to those who work for justice today.

Mahatma Gandhi
Nelson Mandela
Martin Luther King Jr.

Search the Net for their achievements. Then discuss the characteristics they have with the class.

How do you think people should show justice and fairness in their daily lives? Share your opinion with the class.

Speaking

a Ask students to work in pairs and talk about people they know who can match each word, giving reasons. Ask them to share their opinions with the class.

Answer Key

Students' own answers

b Have students look at the situations given and talk about what characteristics they think these people may have. Let them share their opinions with the class.

Answer Key

Students' own answers

c Ask students to compare the people in *Exercise b* as in the example. If they have some problems with the target structures, explain them with a few exercises. Let them share their sentences with the class.

d Ask students to work in groups and compare the appearance and personality characteristics of inspiring people they like as in the example. Remind them they should use the phrases given to express their opinions. This activity enables students to compare the characteristics of different well-known people by expressing their opinions.

e Ask students to write a text about the people they have talked about in *Exercise d* in their notebooks. This activity enables students to write a text comparing the characteristics of people by giving their opinions.

Did you know?

Ask students to read the information in the box. Then ask them if they think it is interesting or not. Let them share their opinions about justice with the class. You can give them this part as homework.

Answer Key

Students' own answers

TEACHER'S NOTES

5D DREAMS COME TRUE

Writing

a **Discuss the questions with your classmates.**

1 What do you usually want to know about the inspirational people you like?

2 Do you think the achievements of people you like affect you?

b **Scan the text and write the required information below.**

Age: _____ Characteristic traits: _____

Job: _____ Physical appearance: _____

To me, Karsu Dönmez is one of the most talented singers, pianists, and composers. She is a 32-year-old Turkish-Dutch singer from Amsterdam. She has got long, wavy, brown hair and is a young, talented, and gorgeous woman. I can say that she is more modest about her achievements and respectful of her audience than many celebrities. She says she is working very hard to give her audiences a much better musical performance than the previous ones. She can speak a few languages very well. She is always on tour; she performs in many countries around the world and introduces Türkiye and Turkish culture at her concerts. She also gives a lot of concerts to help refugees.

c **Work in pairs. Ask and answer questions about Karsu Dönmez as in the example.**

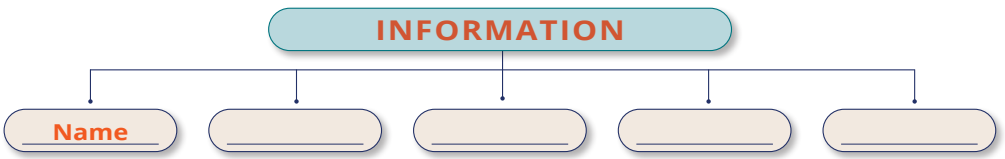
e.g. A: *What does Karsu Dönmez do?*

B: *She's a singer, pianist, and composer.*

A: *How old is she?*

B: *She's 32 years old.*

d **Work in groups. Think about what information you need to describe someone. Then complete the chart.**



e **Write a text to describe a Turkish person who inspires you the most. Use the information you have written in *Exercise d*.**

f **Check your partner's text to see if s/he has considered the needed information to describe someone.**

5D DREAMS COME TRUE

a Ask students to discuss the questions given. Remind them they can take notes before speaking so that they can become more relaxed and fluent when sharing their ideas. Let them share their opinions with the class.

Answer Key

1 *Students' own answers*

2 *Students' own answers*

b Ask students to scan the text and write the required information. Check the answers with the class. This activity also enables students to scan a text for specific information.

Answer Key

Age: *32*

Job: *singer, pianist, and composer*

Characteristic traits: *talented, modest, respectful, hard-working, and helpful*

Physical appearance: *long, wavy, brown hair; young and gorgeous*

c Ask students to work in pairs to ask and answer questions as in the example. While they are doing the activity, walk around the class and monitor to help them with the target structures and pronunciation of the words. Check the answers with the class.

Answer Key

Students' own answers

d Have students work in groups. Ask them to think about what information they need to describe someone and complete the chart given. Check the answers with the class.

Suggested Answers

Age

Job

Physical appearance

Characteristic traits

Achievements

e Ask students to write a text to describe a Turkish person who inspires them the most in their notebooks. Remind them they will use the information they have written in *Exercise d*. Let them share their texts with the class. This activity enables students to write a text describing their inspirational character.

f Once students have finished writing their texts, remind them they will check their own texts for final control. Then ask them to check their partner's texts if s/he has considered the required information to describe someone.

TEACHER'S NOTES

Pronunciation

a **Listen and practise the words below. Pay attention to the /ŋ/ sound.** Track 5.3

easy-going	strong	doing
England	interesting	thanks
going	boring	walking
sink	feeling	bringing

b **Listen to the audio and underline the words you hear as the /ŋ/ sound.** Track 5.4

1 I'm thinking of something different for that.
2 This year, she's planning to go to England.
3 We usually work with young and strong people.
4 Everything seems exciting here.
5 In this building, there are many shopping stores.
6 Her son is singing a song in the kitchen.
7 They're joining the meeting in a few minutes.

c **Listen to the tongue twisters. Then practise them as fast as you can.** Track 5.5

1 The ringing, swinging, singing singers sang winning songs.
2 Wings are things with wings that sing.

e- portfolio

Search for an inspirational person who speaks English on the Net. Write down one or two-minute speech scripts. Then practise the speech many times and try to imitate that person. Create a video and imagine yourself as that person. Then present it to your classmates and submit it to your teacher. In your video, you should...

- start with a greeting/introduce yourself, pretending to be that person.
- imitate the sound, intonation, and pronunciation of the words and sentences in speech.
- give your speech.

Self-assessment

	Fair	Good	Great
I can identify the descriptions of people's appearances while listening.			
I can compare the characteristics of different well-known people by expressing my opinions.			
I can describe current actions in pictures.			
I can read a text for specific information.			
I can guess the meanings of unknown words from the contexts.			
I can write a text comparing the characteristics of people by giving my opinions.			
I can write a text describing my inspirational character.			

Pronunciation

a Ask students to listen and practise the words given and pay attention to the /ŋ/ sound. This activity enables students to practise the /ŋ/ sound. Track 5.3

Audio Script 5.3

Listen and practise the words below. Pay attention to the /ŋ/ sound.

easy-going	strong	doing
England	interesting	thanks
going	boring	walking
sink	feeling	bringing

b Ask students to listen to the audio and underline the words they hear as the /ŋ/ sound. Check the answers with the class. This activity also enables students to practise the /ŋ/ sound. Track 5.4

Answer Key

1 *I'm thinking of something different for that.*
2 *This year, she's planning to go to England.*
3 *We usually work with young and strong people.*
4 *Everything seems exciting here.*
5 *In this building, there are many shopping stores.*
6 *Her son is singing a song in the kitchen.*
7 *They're joining the meeting in a few minutes.*

Audio Script 5.4

Listen to the audio and underline the words you hear as the /ŋ/ sound.

1 I'm thinking of something different for that.
2 This year, she's planning to go to England.
3 We usually work with young and strong people.
4 Everything seems exciting here.
5 In this building, there are many shopping stores.
6 Her son is singing a song in the kitchen.
7 They're joining the meeting in a few minutes.

c Have students listen to the tongue twisters. Tell them to practise them as fast as they can. You can have them work individually, in pairs, or in groups. Encourage them to repeat the tongue twisters aloud. This activity also enables students to practise the /ŋ/ sound. Track 5.5

Audio Script 5.5

Listen to the tongue twisters. Then practise them as fast as you can.

1 The ringing, swinging, singing singers sang winning songs.
2 Wings are things with wings that sing.

TEACHER'S NOTES

Pronunciation

a **Listen and practise the words below. Pay attention to the /ŋ/ sound.** Track 5.3

easy-going	strong	doing
England	interesting	thanks
going	boring	walking
sink	feeling	bringing

b **Listen to the audio and underline the words you hear as the /ŋ/ sound.** Track 5.4

1 I'm thinking of something different for that.
2 This year, she's planning to go to England.
3 We usually work with young and strong people.
4 Everything seems exciting here.
5 In this building, there are many shopping stores.
6 Her son is singing a song in the kitchen.
7 They're joining the meeting in a few minutes.

c **Listen to the tongue twisters. Then practise them as fast as you can.** Track 5.5

1 The ringing, swinging, singing singers sang winning songs.
2 Wings are things with wings that sing.

e- portfolio

Search for an inspirational person who speaks English on the Net. Write down one or two-minute speech scripts. Then practise the speech many times and try to imitate that person. Create a video and imagine yourself as that person. Then present it to your classmates and submit it to your teacher. In your video, you should...

- start with a greeting/introduce yourself, pretending to be that person.
- imitate the sound, intonation, and pronunciation of the words and sentences in speech.
- give your speech.

Self-assessment

	Fair	Good	Great
I can identify the descriptions of people's appearances while listening.			
I can compare the characteristics of different well-known people by expressing my opinions.			
I can describe current actions in pictures.			
I can read a text for specific information.			
I can guess the meanings of unknown words from the contexts.			
I can write a text comparing the characteristics of people by giving my opinions.			
I can write a text describing my inspirational character.			

e-portfolio

Give students enough time to prepare for the task given. Ask students to search the Net for an inspirational person who speaks English and write down one or two-minute speech scripts. Tell them that they will create a video and imagine themselves as that person. Warn them that they will not share their videos on social media or with their friends. Hand out the checklist on page 316. Ask them to consider the criteria in the checklist while preparing their video. Remind them that they are supposed to upload their tasks to the portfolio section on https://www.eba.gov.tr/. Then let them present their tasks to the class. After students present their tasks in the class, ask them to assess each other's videos according to the checklist they have. If needed, they can write some suggestions or praises for peer assessment on the sheet. Let them swap their assessment lists with each other to see the weaknesses and strengths of their tasks.

Self-assessment

Ask students to think of each criterion comprehensively and then to tick the options for themselves. If they need some help with the theme, retell the topic and give some extra examples, practices, activities, etc.

TEACHER'S NOTES

TEACHER'S NOTES

5A YOU LOOK GORGEOUS

a **Listen to the audio and complete the table.**

WB Track 5.1

Name	Lucas	Terry	Ralph	Ann
Age				
Height and build				
Type of hair				
Eyes				

b **Listen to the audio again and answer the questions.**

1 What does Lucas have on his face?

2 What does he think about his eyes?

3 How old does Ralph look?

4 What does Ann say about her glasses?

5 How long should she keep wearing her glasses?

c **Look at the photos and write sentences about their physical appearances as in the example.**

e.g. *Brad has got short, straight, black hair.*

1 _____

2 _____

3 _____

e.g. *She is wearing a black suit and high heels.*

1 _____

2 _____

3 _____

d **Look at the photos below and write what is happening in each as in the example.**

e.g. *In photo A, the man in the blue shirt is holding the tree.*

In photo B, the woman with short, grey hair is taking notes.

A

1 _____

2 _____

3 _____

4 _____

B

1 _____

2 _____

3 _____

4 _____

WORKBOOK ANSWER KEY

5A YOU LOOK GORGEOUS

a

Name	Age	Height and build	Type of hair	Eyes
Lucas	16	tall, skinny	blond	green
Terry	46	tall	blonde	hazel
Ralph	52	tall	fair	green
Ann	14	tall,180 cm	blonde	grey

b

1 *He has got some acne.*
2 *He thinks he is charismatic with his green eyes.*
3 *He looks 38–39.*
4 *She says she's bored of wearing them.*
5 *She should keep wearing them at least for two years.*

c

Suggested Answers

Brad

1 *Brad is about thirty years old.*
2 *He is of medium weight and height.*
3 *He is wearing a dark suit and a grey tie.*

Greta

1 *Greta has got long, curly, dark hair.*
2 *She is tall and slim.*
3 *She is in her thirties.*

d

Suggested Answers

A

1 *The man in the wheelchair is helping other people.*
2 *The girl in the white T-shirt is pouring soil on the tree's root.*
3 *The man in the black boots is trying to hold the tree in balance.*
4 *The dark, young man is not doing anything; he is watching people.*

B

1 *Some people are donating to a charity.*
2 *The little girl in the blue jeans is looking at people and listening to them.*
3 *The man with grey hair is reaching out to shake the other man's hand.*
4 *The woman in the yellow shirt is smiling and looking at the little girl.*

WB Audio Script 5.1

Listen to the audio and complete the table.

Hello, I'm Lucas. I'll describe myself and my family members. I know it's difficult to talk about yourself, but I want you to get to know me. I'm sixteen years old, and like many teenagers, I have some acne on my face. This acne is a sign that I'm getting older, in my opinion. I'm tall, skinny, and blond. I've got green eyes, and I believe I'm more charismatic with them. My mother, Terry, is 46 years old. She's tall and attractive. She's blonde, and she's got hazel eyes. My father, Ralph, is fifty-two years old, but he doesn't look that old. He looks about 38–39. He's very handsome with his short, straight, fair hair, and he's got green eyes like mine. My sister, Ann, is 14. She's as tall as my mother, around 180 cm. She's blonde, too. She's got grey eyes, and she's wearing glasses. Sometimes, she says she's bored of wearing them, but she should keep wearing them at least for two years.

TEACHER'S NOTES

5B HANG IN THERE

a **Read the text below. Match the sentences to the paragraphs. One is extra.**

A They stay curious

B They are authentic

C They love teaching others

D They are realistic

E They think self-growth is important

INSPIRATIONAL PEOPLE

Inspirational people generally try to contribute to making the world a better place. They inspire others with their achievements, attitudes, and values. These people have a few characteristics in common. What are these common qualities?

1 _____ : Learning is a lifelong process for inspirational people. They want to learn more and improve their skills, so they invest in education to keep growing.

2 _____ : Inspirational people usually create more innovations, and they mostly have different perspectives on the realities of life. Their curiosity makes them understand the world and the people around them better.

3 _____ : Inspirational people accept and act on their personality traits. They always act as they are, and they do not try to be someone else. Their natural behaviour makes them reliable in the eyes of other people.

4 _____ : Their real-life experience mostly teaches them to prepare for future possibilities. They can easily overcome problems because they are realistic and always ready to move forward. They know that they can sometimes fail, and there is no problem with going ahead.

b **Read the text again and answer the questions.**

1 Why do inspirational people invest in education?

_____

2 Who usually creates more innovations?

_____

3 What do inspirational people accept?

_____

4 How does their natural behaviour help them?

_____

5 What does their real-life experience mostly teach them?

_____

c **Complete the sentences with the words/phrases below. Change the form if necessary.**

obstacle | realize | modest | burnt out | inspirational | pursue | spark

1 I believe in you. You should just _____ your dreams and goals.

2 When I listen to him, I always have a(n) _____ in my mind to find a new solution.

3 Why don't you _____ your skills and abilities in learning English?

4 Nowadays, I feel _____ because I work very hard; I need a few days off.

5 Her dreams are coming true, despite _____ and failures.

6 Elena does not talk too much about her achievements. She is a very _____ woman.

7 Some _____ people affect people's decisions to take the first step towards their dreams.

5B HANG IN THERE

a

1 *E*
2 *A*
3 *B*
4 *D*

b

1 *They invest in education to keep growing.*
2 *Inspirational people usually create more innovations.*
3 *They accept their personality traits.*
4 *It makes them reliable in the eyes of other people.*
5 *It mostly teaches them to prepare for future possibilities.*

c

1 *pursue*
2 *spark*
3 *realize*
4 *burnt out*
5 *obstacles*
6 *modest*
7 *inspirational*

TEACHER'S NOTES

TEACHER'S NOTES

5C A PEOPLE PERSON

a **Put the words into the correct category below.**

arrogant	reliable	stubborn
nervous	honest	jealous
generous	helpful	bossy
intolerant	sympathetic	stingy
confident	modest	enthusiastic
	shy	

Positive	Negative

b **Write the appropriate character trait for each description below.**

1 _____ : feeling envy of what another person has or can do

2 _____ : always telling people what to do

3 _____ : showing to understand and care about people's problems

4 _____ : having or showing great interest

5 _____ : always telling the truth and never cheating

6 _____ : behaving as if they are more important than others

7 _____ : deciding not to change your opinion or attitude

8 _____ : feeling sure about your own ability to do things and be successful

c **Complete the sentences below. Use the comparative or superlative form of the words in parentheses.**

1 People say Paris is one of _____ cities in the world. **(expensive)**

2 My friends and I are _____ than many students in our school. **(hard-working)**

3 They are _____ with the new decoration style in the office than with the old ones. **(satisfied)**

4 With her selfish attitude towards teamwork, she is _____ person I know. **(arrogant)**

5 We are all changing all the time. For example, my friends are now _____ than they were last year. **(friendly)**

6 I feel lucky because this lovely city offers us _____ educational opportunities. **(good)**

d **Use the words to make comparisons with *as ... as* as in the example.**

e.g. *Ahmet / be / easy-going / my little brother*
Ahmet is as easy-going as my little brother.

1 English classes / be / enjoyable / maths classes
_____

2 My father / be / tall / my uncle
_____

3 This actress / be / not beautiful / Türkan Şoray
_____

4 Your favourite musician / be / not inspirational / mine
_____

5 Your friends / be / helpful / you
_____

6 My sibling / be / enthusiastic / me / about going abroad
_____

5C A PEOPLE PERSON

a

Positive	Negative
reliable	*arrogant*
honest	*stubborn*
generous	*nervous*
helpful	*jealous*
sympathetic	*bossy*
confident	*intolerant*
modest	*stingy*
enthusiastic	*shy*

b

1 *jealous*
2 *bossy*
3 *sympathetic*
4 *enthusiastic*
5 *honest*
6 *arrogant*
7 *stubborn*
8 *confident*

c

1 *the most expensive*
2 *more hard-working*
3 *more satisfied*
4 *the most arrogant*
5 *friendlier*
6 *the best*

TEACHER'S NOTES

d

1 *English classes are as enjoyable as maths classes.*
2 *My father is as tall as my uncle.*
3 *This actress is not as beautiful as Türkan Şoray.*
4 *Your favourite musician is not as inspirational as mine.*
5 *Your friends are as helpful as you.*
6 *My sibling is as enthusiastic as me about going abroad.*

TEACHER'S NOTES

5D DREAMS COME TRUE

a **Complete the dialogue with the questions below. One is extra.**

a What colour is his hair

b What does Lewandowski look like

c What does he like doing

d How tall is he

e What's he like

f How old is he

Belize: Who is your favourite famous person?

Arthur: Football player Robert Lewandowski. To me, he's the best player ever.

Belize: Oh, I don't think so. Messi is the best player of all time.

Arthur: Are you a fan of Messi?

Belize: Yes, I love him. He's very handsome and a talented player, but I don't know much about Lewandowski. Tell me more, please. _____ **(1)**?

Arthur: He's got grey eyes and short, black hair. He's got an oval face and a small nose. He's tall and well built.

Belize: _____ **(2)**?

Arthur: He's around 185 cm.

Belize: _____ **(3)**?

Arthur: He's 34 years old.

Belize: I think he's at the top of his football career. He's experienced, isn't he? _____ **(4)**?

Arthur: He's handsome and charismatic. He plays football very well, and he is born-talented, modest, and helpful.

Belize: Wow, you know lots of things about him. I'm sure you can answer this question, too. _____ **(5)**?

Arthur: Yes, of course. I follow him on social media. He likes listening to music, playing video games, watching films, and playing golf.

b **Read the dialogue and answer the questions.**

1 What does Belize think about Messi?

_____

2 What is Messi like?

_____

3 What colour are Lewandowski's eyes?

_____

4 What does Belize think about Lewandowski?

_____

5 How does Arthur know lots of things about Lewandowski?

_____

c **Think of one of your best friends. Answer the questions.**

1 What does s/he look like?

_____

2 What is s/he like?

_____

3 What does s/he like doing?

_____

4 How tall is s/he?

_____

5 What colour are his/her eyes?

_____

6 What do you usually do together?

_____

d **Write a short text to describe your best friend in your notebooks. Use your answers in *Exercise c.***

5D DREAMS COME TRUE

a

1 *b*
2 *d*
3 *f*
4 *e*
5 *c*

b

1 *She thinks Messi is the best player of all time.*
2 *He's very handsome and a talented player.*
3 *They're grey.*
4 *She thinks he's at the top of his football career, and he's experienced.*
5 *He follows him on social media.*

c

Students' own answers

TEACHER'S NOTES

TEACHER'S NOTES

6A LAST CALL

Lead-in

Talk about the questions below with your classmates.

1 Which means of public transport do you like to travel by? Why?

2 Which cities in the world or in your country would you like to see? Why?

Listening

a **Match the words/phrases below to the icons on the airport signboard. One is extra.**

a Passport control
b Departures
c Baggage claim
d Check-in
e Duty-free shop
f Arrivals
g Gates
h Telephone

1 _____

2 _____

Café

Toilets

Transfer

3 _____

4 _____

5 _____

6 _____

7 _____

Exchange

Information

b **Listen to the announcements at the airport and complete the missing information.**

Track 6.1

Announcement 1

1 It is calling passengers to the counters for _____.

2 The passengers are travelling to _____.

Announcement 2

3 It is calling two passengers for the _____ immediately.

Announcement 3

4 The passengers are travelling to _____.

5 The boarding is at _____.

c **Work in pairs. Look at the departure board and make announcements as in the example.**

Departures

TIME	DESTINATION	FLIGHT	GATE	REMARK
09:45	BARCELONA	A4405	D17	ON TIME
09:57	NEW YORK	A1873	D08	ON TIME
10:03	DUBAI	A2960	C05	BOARDING
10:09	SHANGHAI	B0334	D14	DELAYED
10:25	LONDON	C1503	F04	BOARDING
10:44	TOKYO	C5702	G11	ON TIME
10:59	SAO PAULO	D2013	G02	DELAYED

Attention, passengers on flight number A4405 to Barcelona! Gate D17 is open. Please proceed to the check-in counter and the passport control. Thank you.

Attention, please! This is the final boarding call for passengers on flight number A2960 to Dubai. Please proceed to Gate C05 immediately. Thank you.

Attention, all passengers on flight number B0334 to Shanghai! There is a departure delay. Please check the departure board. Thank you for your patience.

THEME 6 BRIDGING CULTURES

6A LAST CALL

Lead-in

Ask students to read the questions. Give them some time to think about the questions and encourage them to share their opinions with the class.

Answer Key

1 *Students' own answers*

2 *Students' own answers*

Listening

a Ask students to match the words/phrases to the icons on the airport signboard. Remind them that one is extra. Give them some time to complete the activity. Then elicit the answers.

Answer Key

a *6*

b *4*

c *7*

d *2*

e *3*

f *1*

g *5*

b Tell students to read the sentences first. Then ask them to listen to the announcements at the airport and complete the missing parts. Replay the audio if necessary. When they have finished the activity, check the answers with the class. This activity enables students to detect specific information in public announcements at the airport/train station etc. Track 6.1

Answer Key

1 *check-in*

2 *Miami*

3 *passport control*

4 *Toronto*

5 *7.35*

Audio Script 6.1

Listen to the announcements at the airport and complete the missing information.

Announcement 1: Attention, passengers on Flyback Airlines flight number FB8437 from İstanbul to Miami! Please proceed to the counters for check-in. Thank you.

Announcement 2: Attention, passengers Angela and Darryl Gray booked on Flyback Airlines flight number FB4995 to Rome! Please proceed to the passport control immediately. Angela and Darryl Gray, this is the last call for you.

Announcement 3: Attention, passengers on Flyback Airlines flight number FB3276 from İstanbul to Toronto! The gate has been changed to 107D, and there is a half-hour delay in departure. Boarding is at 7.35. Thank you for your patience.

c Tell students to work in pairs. Ask them to look at the departure board and make two more announcements in turns as in the examples. Give them some time to finish the activity. Then encourage them to act out the announcements.

TEACHER'S NOTES

Speaking

a **Read the dialogue and complete the missing parts with the expressions below.**

a One-way, please.
b How can I help you?
c How much is the ticket?
d Here you are.
e Where are you travelling to?

Martha: Hello, welcome to Flyback Airlines. _____ **(1)**
Sorin: Hi, I want to buy a plane ticket for next Saturday.
Martha: _____ **(2)**
Sorin: To Mexico City.
Martha: Sure. One-way or return ticket, sir?
Sorin: _____ **(3)**
Martha: Which class would you like to fly? Business or economy?
Sorin: Economy, and I want a window seat, please.
Martha: Of course, what's your name, sir?
Sorin: Sorin Radu. _____ **(4)**
Martha: From Bucharest to Mexico City, a one-way ticket on Saturday costs $460, Mr Radu.
Sorin: Cool. I'll pay cash. _____ **(5)**
Martha: Here's your ticket, sir. Thank you for choosing Flyback Airlines.
Sorin: Thank you, bye.

b **Work in pairs. Prepare a similar dialogue as in *Exercise a*. Use the information on the cards below. Then act it out.**

Student A	Student B
Name and Surname: (Your name and surname) **Destination:** From Oslo to Dubai (one-way) **Date of Travel:** March 29th **Class:** Business **Seat:** Aisle **Cost:** $319	**Name and Surname:** (Your name and surname) **Destination:** From Baku to İstanbul (one-way) **Date of Travel:** June 1st **Class:** Economy **Seat:** Window **Cost:** $194

c **Imagine you are in a hotel with your parents. Write a short message to leave at the reception for them as in the example. Use the information below.**

e.g.

Hi, Dad! Hi, Mum!
You're sleeping right now, and I don't want to wake you up.
I'm going swimming. You can find me at the beach.
I'll be back for lunch.
Alicia

- Your parents are at the beach.
- You are going out to meet a friend.
- You will be back before dinner.

_____
_____
_____
_____

Proverb of the Day

Read the dialogue below and answer the following question.

Adam: How's your trip going, Greg?

Greg: So far, so good, but I'm in trouble with Japanese eating habits.

Adam: What do you mean?

Greg: Well, it's rude in here if you don't eat loudly.

Adam: Wow, that's weird. It's the opposite in Europe.

Greg: Yes, but you know what they say: **When in Rome, do as the Romans do.**

Adam: Ha-ha! You're right.

Do you think people should follow the traditions of the places they visit? Why/Why not?

Speaking

a Ask students to read the dialogue and complete the missing parts with the given expressions. Give them some time to complete the activity. Then check the answers with the class.

Answer Key

1 *b*
2 *e*
3 *a*
4 *c*
5 *d*

b Tell students to work in pairs. Ask them to act out a similar dialogue as in *Exercise a* using the given information on the cards. Give them some time to finish the activity. Then encourage them to act out the dialogue. This activity enables students to take part in conversations that can occur while travelling and to use the most frequently used expressions to buy a flight/bus/train ticket.

c Tell students to read the short message below and ask them to write one to their parents using the given information. Then encourage them to read their notes aloud. This activity enables students to write a short message to leave at the reception desk for their parents.

Suggested Answers

Hi, Dad! Hi, Mum!
You are at the beach right now.
I'm going out to meet a friend.
I'll be back before dinner.
Name

TEACHER'S NOTES

Proverb of the Day

Tell students to read the dialogue and ask them what the meaning of the proverb could be. Have them infer the meaning from the dialogue. Then encourage them to share their opinions about the question. The meaning of the proverb is "when you are visiting another place, you should follow the customs of the people in that place".

Answer Key

Students' own answers

TEACHER'S NOTES

6B DIFFERENT PLACES, DIFFERENT MANNERS

Reading

a **Read the phrases below and tick (✔) the good table manners in your country.**

1 ☐ taking one small bite
2 ☐ chewing with your mouth closed
3 ☐ putting a napkin in your shirt
4 ☐ talking with your mouth full
5 ☐ making noise while eating
6 ☐ washing your hands before eating

b **Read the text and circle its main point.**

1 Dining etiquette is less important in some countries.
2 In some cultures, table manners are not so important.
3 Every country has its own unique table manners.

Dining Etiquette: A Guide to Table Manners around the World

There are some widely-accepted (1) table manners in many parts of the world, but every country has their own traditional manners. Travelling is a great way to learn about these traditions and customs and to put them into practice as much as possible. Remember the following tips when you visit a new country:

India

✓ Wait for your host to show you where to sit and wait for the oldest person to eat first.
✓ Refuse your host's offer of food or drink a couple of times before accepting it.

✗ Do not leave the table until the host or the eldest person at the table finishes eating.
✗ Do not eat too slowly or too quickly; eat at a medium pace.
✗ Do not leave anything on your plate because this is a compliment **(2)** and it means you like the food.

The UK

✓ Raise your hand to summon **(3)** a waiter; you should not wave or shout.
✓ Chew and swallow all the food in your mouth before taking another bite.

✗ Do not break bread with your knife; do it with your fingers.
✗ Do not reach across the table; ask somebody to pass you something if it is not in front of you.

Egypt

✓ Leave some food on your plate to show your host's generosity **(4)** and that you are full.
✓ Put your right hand over your heart when you decline something your host offers.

✗ Do not ask for salt or pepper if there is none on the table.
✗ Do not refill your own glass; wait for someone else to do it.
✗ Do not look at someone else's food for any reason.

6B DIFFERENT PLACES, DIFFERENT MANNERS

Reading

a Explain what "table manners" are and ask students to read the given phrases and tick the table manners that are considered good in your country. When students have finished the activity, check the answers with the class. Then ask students what the good equivalents of the given bad manners are; they are placing a napkin on your lap, swallowing the food in your mouth before talking, and chewing and swallowing food silently.

Answer Key

1 2 6

b Ask students to read the text and circle the correct statement that expresses the main point emphasized in it. Tell them that they should not pay attention to details. When they have finished the activity, elicit the answer. This activity enables students to get the main points of the informative texts related to intercultural differences.

Answer Key

3

TEACHER'S NOTES

TEACHER'S NOTES

Mexico

✓ Leave some food on your plate; Mexicans think it is rude **(5)** to finish all the food.
✓ Keep your hands above the table; do not let them rest on your lap.

✗ Do not arrive on time for meals; being 30 minutes late is good enough and expected.
✗ Do not start eating until everyone gets their servings; it is also customary **(6)** to wait until your host takes the first bite.

China

✓ Dress smartly to show respect for others and always arrive on time.
✓ Leave soon after the meal ends; fruit service signals the end of the meal.

✗ Do not finish all your food; this means you have more than enough to eat.
✗ Do not make any noise when eating, but you can burp to show that you think the meal is tasty **(7)** and well-cooked.

c **Read the text again and choose the correct meaning of the highlighted words.**

1 **A** belonging to a certain place
B agreed by most people to be correct
C for a small group of people only

2 **A** something you say about someone's faults
B a comment or action that hurts one's feelings
C something nice that you say about someone

3 **A** not to give attention to someone
B to let a person leave somewhere
C to order someone to come to a place

4 **A** willingness to give or to share
B a feeling of anger towards someone
C the wish to have more of something

5 **A** behaving in a way that shows respect
B having bad or poor manners
C friendly and good to other people

6 **A** consisting of different things
B not too big or difficult to deal with
C usual in a specific society or situation

7 **A** good to eat
B very strange
C unpleasant

d **Work in pairs. Talk about the following questions and use at least three of the highlighted words in the text.**

1 Which table manners listed in the text seem strange to you? Why?
2 Why do you think countries have table manners? What table manners are unique to your country?

e **Think of the places you have visited, heard, or read about on the Net. Take notes on the table about the cultural differences there.**

Body Language	
Dress	
Food	
Manners and Customs	

f **Work in groups. Talk about the cultural differences in the places you have visited. Use the notes you have taken in *Exercise e*.**

Dining Etiquette Card Game

- Take the cards and shuffle them. Then place them face down on the desk as a pack.
- Pick a card in turns and say one of the dining dos/don'ts of the country. If you say something correct, keep the card; if not, put it back face down under the pack.
- The one with the most cards at the end of the game is the winner.

c Have students read the text again and ask them to choose the correct meaning of the highlighted words in the text. When students have finished the activity, check the answers with the class.

Answer Key

1 *B*
2 *C*
3 *C*
4 *A*
5 *B*
6 *C*
7 *A*

d Have students work in pairs and talk about the given questions. Remind them that while speaking they must use at least three of the highlighted words from the text. Monitor while walking around the classroom and stop the activity after an appropriate length of time.

Answer Key

1 *Students' own answers*
2 *Students' own answers*

e Ask students to think of the places they have visited, heard, or read about and tell them to take notes on the table about the cultural differences there. Remind them that full sentences are not required and that they can only write words or phrases.

f Divide students into groups of three or four and ask them to talk about the cultural differences in the places they have visited. Tell them that they need to use the notes they have taken in *Exercise e*. Monitor and offer help when needed. This activity enables students to talk about some basic cultural differences in places they have visited.

TEACHER'S NOTES

Game Time

Dining Etiquette Card Game

This activity aims to have students talk about proper and improper dining etiquette in different countries.

Materials and Preparation

Copy and cut up the table manners cards on page 311. For each pair of students or groups of three, one set of cards is required; if the groups have four–six members, two sets of cards are needed.

Procedure

1 Divide students into pairs or groups and give them the cards as required. Have them shuffle the cards and place the shuffled cards face down on the desk as a pack.

2 Tell students that there are flags and cutlery images on the cards. If the fork and knife are next to each other, they are supposed to say one of that country's dining dos, and if they are crossed, they need to say one of that country's dining don'ts.

3 Inform students about the following rules of the game:

- Pairs or group members need to pick a card from the pile in turns and say one of the dining dos/don'ts of the country.
- If what has been said is correct, the student keeps the card. If s/he cannot find anything to say or what s/he has said is incorrect, s/he puts the card back face down under the pack.
- The student who has the most cards at the end of the game becomes the winner.

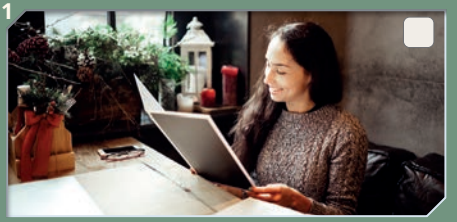
4 Monitor while walking around the classroom and help when necessary.

6C LET'S EAT OUT!

Listening

a **Match the phrases to the photos. One is extra.**

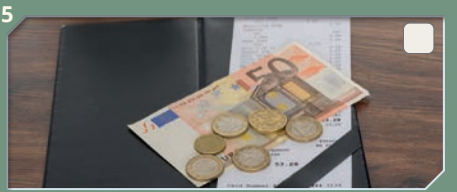
a	having a meal	d	ordering a meal
b	paying the bill	e	serving a meal
c	complaining about the meal	f	looking at the menu

1 

2

3

4

5 

b **Listen to the audio and number the sentences in the order you hear. Then write Waiter (W) or Customers (C) for each sentence.**

Track 6.2

1	Could we have the menu, please?	C
	Can I have fish soup?	
	I'll be back with your orders shortly.	
	That's all for now.	
	Would you like a drink, sir?	
	Are you ready to order?	
	I'd like a piece of chocolate cake.	
	Can I get you anything else?	
	I'd like vegetable soup.	
	Do you want me to bring it with the meal?	
	I'm sorry, but the fish soup is finished.	
	Can we get the bill, please?	
	Anything to drink?	

c **Listen to the audio again and circle the correct words or phrases.**

1 The customers want a table for **two / three** people.
2 The woman orders **fish / vegetable** soup and grilled chicken.
3 She also orders a glass of iced **tea / coffee**.
4 The man eats **fish / pumpkin** soup and macaroni salad.
5 He would like to have chocolate cake **with / after** the meal.
6 The customers pay the bill **in cash / by card**.
7 They give the waiter more than **fifty-six / sixty** euros.

d **Imagine you own a restaurant and make a presentation of it to your classmates. Consider the questions below.**

- What is the name and address of the restaurant?
- What type of food do you serve there?
- What are the working days and hours?

6C LET'S EAT OUT!

Listening

a Ask students to match the given phrases to the photos. Remind them that one of the phrases is extra. When students have finished the activity, check the answers with the class.

Answer Key

1 *f*
2 *d*
3 *e*
4 *a*
5 *b*

b Have students read the sentences first. Then ask them to listen to the audio and put the sentences into the correct order while listening. Tell them that the first sentence is given as an example and play the audio. When students have numbered the sentences, check the answers with the class. Then ask them to write who says the sentences—Waiter (W) or Customers (C)—in the blanks. When students have finished the activity, elicit the answers. This activity enables students to identify the most frequently used expressions to order food in a restaurant. Track 6.2

Answer Key

1	Could we have the menu, please?	*C*
7	Can I have fish soup?	*C*
12	I'll be back with your orders shortly.	*W*
6	That's all for now.	*C*
9	Would you like a drink, sir?	*W*
2	Are you ready to order?	*W*
10	I'd like a piece of chocolate cake.	*C*
5	Can I get you anything else?	*W*
3	I'd like vegetable soup.	*C*
11	Do you want me to bring it with the meal?	*W*
8	I'm sorry, but the fish soup is finished.	*W*
13	Can we get the bill, please?	*C*
4	Anything to drink?	*W*

Audio Script 6.2

Listen to the audio and number the sentences in the order you hear. Then write Waiter (W) or Customers (C) for each sentence.

Waiter: Good afternoon. Welcome to Kim's Restaurant.
Man: Good afternoon. We'd like a table for two, please.
Waiter: Do you prefer sitting indoors or outdoors?
Woman: Indoors, please.
Waiter: OK, please come this way. How about this table?
Man: That's great, thanks. Could we have the menu, please?
Waiter: Of course, here you are.

A few minutes later

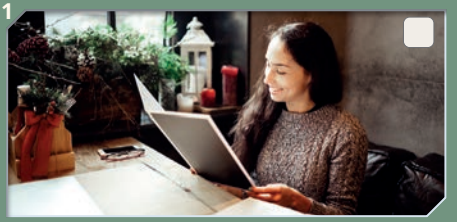
Woman: Excuse me!
Waiter: Are you ready to order, madam?
Woman: Yes, I'd like vegetable soup and then grilled chicken, please.
Waiter: Anything to drink, madam?
Woman: Yes, a glass of iced tea, please.
Waiter: Sure. Can I get you anything else?
Woman: No, thank you. That's all for now.
Waiter: All right. And you, sir?
Man: Can I have fish soup and macaroni salad, please?
Waiter: I'm sorry, but the fish soup is finished.
Man: Can I have pumpkin soup then?
Waiter: Of course, would you like a drink, sir?
Man: No, thank you, but I'd like a piece of chocolate cake.
Waiter: Sure, sir. Do you want me to bring it with the meal or after the meal?
Man: After the meal, please.

6C LET'S EAT OUT!

Listening

a **Match the phrases to the photos. One is extra.**

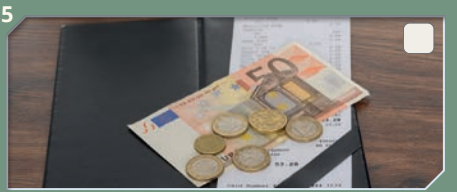
a	having a meal	d	ordering a meal
b	paying the bill	e	serving a meal
c	complaining about the meal	f	looking at the menu

1 

2

3

4

5 

b **Listen to the audio and number the sentences in the order you hear. Then write Waiter (W) or Customers (C) for each sentence.**

Track 6.2

1	Could we have the menu, please?	C
	Can I have fish soup?	
	I'll be back with your orders shortly.	
	That's all for now.	
	Would you like a drink, sir?	
	Are you ready to order?	
	I'd like a piece of chocolate cake.	
	Can I get you anything else?	
	I'd like vegetable soup.	
	Do you want me to bring it with the meal?	
	I'm sorry, but the fish soup is finished.	
	Can we get the bill, please?	
	Anything to drink?	

c **Listen to the audio again and circle the correct words or phrases.**

1 The customers want a table for **two / three** people.
2 The woman orders **fish / vegetable** soup and grilled chicken.
3 She also orders a glass of iced **tea / coffee**.
4 The man eats **fish / pumpkin** soup and macaroni salad.
5 He would like to have chocolate cake **with / after** the meal.
6 The customers pay the bill **in cash / by card**.
7 They give the waiter more than **fifty-six / sixty** euros.

d **Imagine you own a restaurant and make a presentation of it to your classmates. Consider the questions below.**

- What is the name and address of the restaurant?
- What type of food do you serve there?
- What are the working days and hours?

Waiter: All right. I'll be back with your orders shortly.

After the meal

Man: Can we get the bill, please?

Waiter: Of course. How would you like to pay? In cash or by card?

Man: In cash, please.

Waiter: That's fifty-six euros and thirty, please.

Man: Here's sixty. Keep the change.

Waiter: Thank you. Have a nice day.

Woman: Thanks, same to you.

c Ask students to read the given sentences. Then tell them to listen to the audio again and circle the correct words or phrases. Play the audio and check the answers with the class when students have finished the activity.

Answer Key

1 *two*
2 *vegetable*
3 *tea*
4 *pumpkin*
5 *after*
6 *in cash*
7 *fifty-six*

d Tell students to imagine that they own a restaurant and make a presentation of it to their classmates. Remind them that there should be answers to the given questions in their presentation. Tell them that they can take notes in their notebooks to organize their ideas before their presentation.

TEACHER'S NOTES

Speaking

a **Work in groups. Talk about the following questions.**

1 What types of food do you like eating? Do you prefer having home-made food or eating out?

2 What do you think is the most important thing about a restaurant or a café?

b **Listen to the following dialogue and practise it in pairs.** Track 6.3

Waitress: May I take your order?
Customer: Yes, please. I'd like onion soup and grilled halloumi, please.
Waitress: All right. Would you like a main dish or a pizza?
Customer: Can I have a Hawaiian pizza, please?
Waitress: Sure. Would you like anything to drink?
Customer: Well, I'd like blackberry lemonade with vanilla cake after the meal.
Waitress: Of course. I'll be back with your orders shortly.
Customer: Thank you so much.

c **Work in pairs. Use the role cards and the menu to make similar dialogues as in *Exercise b*. One of you is the customer, and the other is the waiter/waitress. Then swap roles.**

Student A

You are allergic to seafood and lemons, and you do not prefer sugary drinks. You have 48 euros; order food within your budget.

Student B

You do not prefer eating red and white meat, and you do not like caramel and chocolate. You have 45 euros; order food within your budget.

MENU

SOUPS	
Baked Potato Soup	€3.25
Lentil Soup	€3.75
Mushroom Soup	€3.95
Tomato Soup	€4.25

MAIN DISHES	
Veggie Stuffed Peppers	€10.95
Grilled Chicken Breast	€13.75
Herb-grilled Salmon	€16.25
Hawaiian BBQ Beef	€18.50

SALADS	
Green Salad	€8.25
Couscous Salad	€8.75
Tuna Salad	€9.25
Chicken Caesar Salad	€10.50

DESSERTS	
Caramel Apple Pie	€3.75
Chocolate Muffins	€3.95
Cinnamon & Carrot Cake	€4.50
Lemon Cheesecake	€6.75

PIZZA	
Vegetarian Dream	€10.25
Chilli Anchovy	€12.75
Chicken Supreme	€14.95
Beef Deluxe	€16.50

DRINKS	
Iced Tea	€1.50
Fruit Juice	€1.75
Home-made Lemonade	€2.00
Sparkling Water	€2.95

Did you know

Customers in Japan do not tip waiters/waitresses because tipping is not part of their culture and a tip can upset or confuse them.

Is tipping customary where you live? If so, how much do people usually tip? Share your opinions about tipping with the class.

Search the Net to learn about tipping etiquette in two different countries. Then share what you have learnt with your classmates in a few sentences.

Speaking

a Ask students to work in groups of three or four and talk about the given questions. Monitor and offer help when needed.

Answer Key

1 *Students' own answers*

2 *Students' own answers*

b Tell students to listen to the dialogue carefully and play the audio. Replay the audio if necessary. Then have students work in pairs and ask them to practise the dialogue. Monitor walking around the classroom and correct the pronunciation mistakes you hear. Track 6.3

Audio Script 6.3

Listen to the following dialogue and practise it in pairs.

Waitress: May I take your order?

Customer: Yes, please. I'd like onion soup and grilled halloumi, please.

Waitress: All right. Would you like a main dish or a pizza?

Customer: Can I have a Hawaiian pizza, please?

Waitress: Sure. Would you like anything to drink?

Customer: Well, I'd like blackberry lemonade with vanilla cake after the meal.

Waitress: Of course. I'll be back with your orders shortly.

Customer: Thank you so much.

TEACHER'S NOTES

c Put students in pairs and assign each of their roles (Student A—the waiter and Student B—the customer). Ask them to make a similar dialogue as in *Exercise b* by using the role cards given and the items in the menu. When they have finished the activity, tell them to swap roles and start again. If there is time, you can ask students to swap partners for more variety. Monitor while walking around the classroom and help when necessary. This activity enables students to take part in a dialogue about ordering food at a restaurant/café.

Did you know?

Ask students to read the information in the box and answer the questions afterwards. Then tell them to search the Net to learn about tipping etiquette in two different countries and ask them to write a few sentences. Allow 6–8 minutes, and then encourage students to share their sentences with their classmates. If there is no stable connection available, you can set this as homework.

Answer Key

Students' own answers

TEACHER'S NOTES

6D HIT THE ROAD!

Writing

a **Answer the following questions with your classmates.**

1 Why do you think some cities are more famous than others?

2 Which famous cities do you want to see? Why?

b **Scan the texts and complete the missing parts of the sentences.**

1 You can see _____ dancers in the streets all day in Madrid.

2 The Spanish omelette, _____, is a very famous food in Madrid.

3 Rome lies on seven hills like _____.

4 The oldest architectural structure in Rome is the _____.

Madrid, Spain

Madrid is the capital and largest city of Spain. It has got many museums, palaces, art galleries, and architectural structures that are the symbols of Spanish culture. The most famous one is Plaza Mayor, a huge square built in 1619 as a marketplace.

The city is so alive and dynamic; you can see flamenco performances in the streets until late night. Spanish cuisine also makes you feel hungry most of the time. *Tortilla de Patata*, known as the Spanish omelette, is one of the most famous dishes in the city.

Rome, Italy

Rome is the capital city of Italy, and just like İstanbul, it lies on seven hills. The Colosseum, the most famous historical building in Rome, stands on one of these hills. The city has a unique Baroque architecture; one of these structures, the Pantheon, is the oldest of all Roman structures.

Italian cuisine is also very rich. The most famous dishes are pasta and pizza. I advise you to eat the best pizza and pasta that you can taste in your life.

c **Read the texts and answer the following questions.**

1 What are the symbols of Spanish culture in Madrid?

_____

2 What makes Madrid so alive and dynamic?

_____

3 What is the most famous historical building in Rome?

_____

4 What are the most famous dishes in Rome?

_____

d **Read Jan's paragraph about the city she would like to visit and underline the sentences expressing reason.**

I really want to visit İstanbul one day because I believe that it is one of the most beautiful cities in the world. I would love to see the Bosporus and the Princes' Islands. I love seeing historical places, so Hagia Sofia Grand Mosque and the Blue Mosque are at the top of my list. I also want to try Turkish cuisine, especially Ottoman food. I'm also planning to shop in the Grand Bazaar because I want to buy some souvenirs.
I hope I can visit İstanbul very soon.

e **Write a similar paragraph as in *Exercise d*. Express your reasons.**

f **Work in pairs. Share your paragraph with your partner and talk about the cities you would like to visit. Give reasons.**

6D HIT THE ROAD!

Writing

a Ask the given questions to the students and encourage them to share their answers with the class.

Answer Key

1 *Students' own answers*

2 *Students' own answers*

b Tell students to scan the texts to complete the missing parts of the given sentences. Give them some time to complete the activity. Then check the answers with the class. This activity enables students to scan short texts describing some famous cities in the world for specific information.

Answer Key

1 *flamenco*

2 *Tortilla de Patata*

3 *İstanbul*

4 *Pantheon*

c Tell students to read the texts and answer the following questions. Give them some time to complete the activity. Then check the answers with the class.

Answer Key

1 *Museums, palaces, art galleries, and architectural structures.*

2 *Flamenco performances in the streets until late night.*

3 *The Colosseum.*

4 *Pasta and pizza.*

TEACHER'S NOTES

d Ask students to read Jan's paragraph and underline the sentences expressing reason. Give them some time to complete the activity. Then check the answers with the class.

Answer Key

I really want to visit İstanbul one day because I believe that it is one of the most beautiful cities in the world. I would love to see the Bosporus and the Princes' Islands. I love seeing historical places, so Hagia Sofia Grand Mosque and the Blue Mosque are at the top of my list. I also want to try Turkish cuisine, especially the Ottoman food. I'm also planning to shop in the Grand Bazaar because I want to buy some souvenirs. I hope I can visit İstanbul very soon.

e Ask students to write a similar paragraph as in *Exercise d* on their notebooks. Tell them to express their reasons in their sentences. Give them some time to complete the activity. Then encourage them to share their paragraphs with the class. This activity enables students to write a series of sentences about the city that they would like to visit by indicating reasons.

f Have students work in pairs. Tell them to share their paragraphs with their partners and talk about the cities they would like to visit giving reasons. Give them some time to finish the activity.

TEACHER'S NOTES

Pronunciation

a **Listen and practise the words below.** Track 6.4

/v/	/w/
very	work
vase	way
have	winter
move	awake
river	towards

b **Put the words in the correct column. Then listen and check your answers.** Track 6.5

save warm drive
flower towel live
visit sweet

/v/	/w/

c **Listen to the tongue twisters. Then practise them as fast as you can.** Track 6.6

1 Whales wear wool sweater.

2 Wendy will drive a van.

d **Work in pairs. Practise the dialogue. Pay attention to the sounds in bold.**

Aisha: Do you **w**ant to go on a holiday next **w**eek?
Marie: **W**hy next **w**eek? **W**hy not this week?
Aisha: I'm **w**orking this **w**eek.
Marie: **W**ell, OK. **W**here are **w**e going?
Aisha: To a **v**ery nice hotel in **W**est **V**irginia.
Marie: Sounds good. I ha**v**e a **v**an; I can dri**v**e.

e- portfolio

Make a collage of photos of the places you want to see by using Web 2.0 tools and create your own must-see city poster. Name it and describe it in a few sentences. Present your city to your classmates. Then vote for the top five cities to visit.

Self-assessment

	Fair	Good	Great
I can understand public announcements at the airport.			
I can order food at a restaurant/café.			
I can talk about travelling.			
I can talk about the places I have visited.			
I can get the main points of the informative texts.			
I can write a short message to leave at the reception desk.			
I can write sentences about the city that I would like to visit indicating reasons.			

Pronunciation

a Tell students to listen to the audio and repeat the given words. Replay the audio if necessary. Track 6.4

Audio Script 6.4

Listen and practise the words below.

/v/	/w/
very	work
vase	way
have	winter
move	awake
river	towards

b Tell students to put the words in the correct column first. Then have them listen and check their answers. When they have finished the activity, elicit the answers. This activity enables students to differentiate the /v/ and /w/ sounds. Track 6.5

Answer Key

/v/	/w/
save	*warm*
drive	*flower*
live	*sweet*
visit	*towel*

Audio Script 6.5

Put the words in the correct column. Then listen and check your answers.

/v/	/w/
save	warm
drive	flower
live	sweet
visit	towel

c Have students listen to the tongue twisters. Tell them to practise them as fast as they can. You can have them work individually, in pairs, or in groups. Encourage them to repeat the tongue twisters aloud. This activity also enables students to differentiate the /v/ and /w/ sounds. Track 6.6

Audio Script 6.6

Listen to the tongue twisters. Then practise them as fast as you can.

1 Whales wear wool sweater.

2 Wendy will drive a van.

d Tell students to practise the dialogue in pairs paying attention to the sounds in bold. Monitor the class during the activity and give feedback from time to time. Then encourage students to act the dialogue out properly.

e-portfolio

Tell students to make a collage of the places they want to see by using the Web 2.0 tools. Ask them to create their own must-see city poster. Tell them that they need to name it and describe it in a few sentences. Remind them that they are supposed to upload their posters to the portfolio section on https://www.eba.gov.tr at least two days before the day they are supposed to present it in the class. Check the submissions for any inconvenient or sensitive content and give feedback if they need revising. Give each student two minutes for their presentation, then ask students to vote for the top five. Print the five most-voted posters and display them on the bulletin board in the classroom.

Self-assessment

Ask students to think of each criterion comprehensively and then to tick the options for themselves. If they need some help with the theme, retell the topic and give some extra examples, practices, activities, etc.

6A LAST CALL

a **Listen to the announcements and complete the missing parts.**

WB Track 6.1

1 Attention, passengers on flight number C4665 to Berlin! _____ **(1)** A24 is open. Please proceed to the _____ **(2)** counter and the _____ **(3)**. Thank you.

2 Attention, please! This is the last call for passengers Peter and Dianne Klauss. Please proceed to the _____ **(4)** desk at the _____ **(5)** hall immediately.

3 Attention, all passengers on flight number R9201 from London! Please proceed to the _____ **(6)** area at the _____ **(7)** hall. Thank you.

b **Match the questions to the answers. One is extra.**

1 Which class would you like to fly in? ____
2 Where are you travelling to? ____
3 How much is the ticket? ____
4 Which seat do you prefer? ____
5 When is your date of travel? ____

a Window, please.
b Madrid.
c Business, please.
d Ali Özmen.
e It is $396, madam.
f August 3rd.

c **Order the sentences to make a meaningful conversation.**

- [ ] What type of seat do you prefer, Mr Ogawa?
- [ ] And here is your ticket, sir. Have a nice flight.
- [ ] Hi, I would like to buy a ticket, please.
- [ ] May 10th is available. What's your name and surname, sir?
- [ ] A one-way ticket to Tokyo on May 10th is $647, sir.
- [1] Good morning. How can I help you?
- [ ] Aiko Ogawa.
- [ ] Tokyo. I want to fly on May 10th and one-way, please.
- [ ] Thank you and have a good day.
- [ ] All right. Here you are.
- [ ] Okay, where are you travelling to?
- [ ] Aisle. How much is the ticket?

d **Answer the following questions according to the conversation in *Exercise c.***

1 Where is Mr Ogawa travelling to?
_____

2 When is his date of travel?
_____

3 What type of ticket does he want?
_____

4 What type of seat does he prefer?
_____

WORKBOOK ANSWER KEY

6A LAST CALL

a

1 *Gate*
2 *check-in*
3 *passport control*
4 *information*
5 *transfer*
6 *baggage claim*
7 *arrivals*

b

1 *c*
2 *b*
3 *e*
4 *a*
5 *f*

c

7 What type of seat do you prefer, Mr Ogawa?

11 And here is your ticket, sir. Have a nice flight.

2 Hi, I would like to buy a ticket, please.

5 May 10th is available. What's your name and surname, sir?

9 A one-way ticket to Tokyo on May 10th is $647, sir.

1 Good morning. How can I help you?

6 Aiko Ogawa.

4 Tokyo. I want to fly on May 10th and one-way, please.

12 Thank you and have a good day.

10 All right. Here you are.

3 Okay, where are you travelling to?

8 Aisle. How much is the ticket?

d

1 *He is travelling to Tokyo.*
2 *It is on May 10th.*
3 *He wants a one-way ticket.*
4 *He prefers an aisle seat.*

WB Audio Script 6.1

Listen to the announcements and complete the missing parts.

1

Attention, passengers on flight number C4665 to Berlin! Gate A24 is open. Please proceed to the check-in counter and the passport control. Thank you.

2

Attention, please! This is the last call for passengers Peter and Dianne Klauss. Please proceed to the information desk at the transfer hall immediately.

3

Attention, all passengers on flight number R9201 from London! Please proceed to the baggage claim area at the arrivals hall. Thank you.

TEACHER'S NOTES

6B DIFFERENT PLACES, DIFFERENT MANNERS

a **Read the text and circle the correct answers to the following questions.**

https://wayfarer.co.uk/guides/eat-healthily-abroad.html

HOME | TOURS | GUIDES

How to Eat Healthily While Travelling Abroad

One of the best parts of travelling abroad is trying different types of cuisine. It is a priceless experience to taste the local food in the place you visit and learn about the interesting eating habits there. These habits can sometimes seem unusual or make you feel weird. But isn't it all a matter of perspective? In the end, the important thing is to stay healthy and well fed while exploring a new culture. If you are looking for a good guide to healthy eating while abroad, read on!

Travelling abroad affects your body, energy levels, and weight. Travellers generally eat packaged foods with high-calorie content, but we strongly advise you to avoid snacks and unhealthy foods while travelling abroad. Instead, you should eat local foods and follow a diet plan to avoid stomach problems. You can also take food items from home; make sure to pack healthy and nutritious foods like fruits, vegetables, nuts, and home-made yoghurts. I also suggest you drink plenty of bottled, purified water. These tips will help you stay healthy, hydrated, and energetic until you get back home.

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1 **Eating customs of other nations ____.**

A are not always interesting
B can make you feel strange
C are hard to learn and follow

2 **What types of foods should you <u>not</u> eat when abroad?**

A Local
B Home-made
C Packaged

3 **If you ____, you can keep your body healthy.**

A consume nutritious food and lots of water
B do not follow a strict diet and avoid snacks
C try many different types of traditional cuisine

b **Read the text again and circle the four points you can find in it.**

1 How to stay healthy and well fed abroad
2 Foods you should eat when travelling
3 Different types of cuisine
4 Strange eating habits in some countries
5 Foods you should not eat abroad
6 Healthy and nutritious foods

c **Complete the sentences with the words given below.**

summon | customary | generosity | rude | widely-accepted | tasty | compliment

1 A host's _____ and hospitality can make you feel at home.
2 It is not always easy to find _____ and fresh food when you are abroad.
3 One of the most _____ table manners is to take one bite of food and chew it slowly.
4 To show that you think your host's cooking skills are great, you can offer a _____ on the dishes.
5 In Cyprus, you should not lean back in your seat and put your hands behind your head at the table because both Turkish and Greek Cypriots consider it _____.
6 In Bosnian culture, it is _____ to treat someone with food and drinks if they bring good news.
7 To _____ a waiter at a restaurant, you should simply raise your hand and point.

6B DIFFERENT PLACES, DIFFERENT MANNERS

a

1 *B*
2 *C*
3 *A*

b

1 *2* *5* *6*

c

1 *generosity*
2 *tasty*
3 *widely-accepted*
4 *compliment*
5 *rude*
6 *customary*
7 *summon*

TEACHER'S NOTES

TEACHER'S NOTES

6C LET'S EAT OUT!

a **Listen to the conversation and tick (✓) the things the customers have ordered.**

WB Track 6.2

b **Order the words/phrases to make sentences and write the sentences in the correct column.**

e.g. *sitting / prefer / do / outdoors / you / ?*

1 to drink / you / anything / would / like / ?
2 meal / please / the / after / .
3 you / how / like / pay / would / to / ?
4 the / can / bill / have / we / ?
5 have / I / potato pie / can / ?
6 your orders / I'll be / shortly / with / back / .
7 carrot soup / I'd / creamy / like / .
8 could / menu / I / a / have / ?
9 ready / you / to order / are / ?

Waiter/Waitress	Customer
e.g. *Do you prefer sitting outdoors?*	

c **Complete the following dialogue. Use six of the sentences in *Exercise b*.**

Waiter: _____ **(1)**

Customer: Yes, _____ **(2)** and French fries, please.

Waiter: All right. Would you like a main dish or pizza?

Customer: No, thanks. _____ **(3)** please?

Waiter: Sure. _____ **(4)**

Customer: Well, I'd like blackberry lemonade with vanilla cake.

Waiter: Of course. Do you want me to bring it with the meal?

Customer: No, _____ **(5)**

Waiter: No problem. _____ **(6)**

Customer: Thanks a lot.

6C LET'S EAT OUT!

a

1 3 4 6 7 9

b

Waiter/Waitress

1 *Would you like anything to drink?*
3 *How would you like to pay?*
6 *I'll be back with your orders shortly.*
9 *Are you ready to order?*

Customer

2 *After the meal, please.*
4 *Can we have the bill?*
5 *Can I have potato pie?*
7 *I'd like creamy carrot soup.*
8 *Could I have a menu?*

c

1 *Are you ready to order?*
2 *I'd like creamy carrot soup*
3 *Can I have potato pie,*
4 *Would you like anything to drink?*
5 *after the meal, please.*
6 *I'll be back with your orders shortly.*

TEACHER'S NOTES

WB Audio Script 6.2

Listen to the conversation and tick (✔) the things the customers have ordered.

Waitress: May I take your order, madam?
Woman: Yes, please. I'd like chicken soup and then meatballs with rice, please.
Waitress: Would you like anything to drink, madam?
Woman: Yes, a glass of orange juice, please.
Waitress: Sure. Can I get you anything else?
Woman: No, thank you. That's all for now.
Waitress: All right. And you, sir?
Man: Can I have beef soup and a chicken taco, please?
Waitress: I'm sorry, but the beef soup is finished.
Man: Can I have broccoli soup then?
Waitress: Of course, would you like a drink, sir?
Man: No, thank you, but I'd like strawberry cheesecake after the meal.
Waitress: OK, sir. I'll be back with your orders shortly.
Man: Thank you so much.

TEACHER'S NOTES

6D HIT THE ROAD!

a **Scan the texts and complete the missing information.**

1 Prague is the capital of _____.
2 You can try beef tartare with _____.
3 _____ is one of the most famous places in İstanbul.
4 _____, pitta, and knafeh are the most delicious foods.

"Prague"

Prague is the capital and largest city in Czechia. It is one of the most popular cities in Europe because it has a rich cultural and architectural heritage that attracts many tourists every year. The most famous places in the city are Prague Castle, Charles Bridge, and Old Town Square. You can walk around this beautiful city, so you do not need to take a bus tour.

Traditional Czech cuisine is also excellent. The most famous dish is beef tartare, and you can try it with toasted bread.

"İstanbul"

İstanbul is the largest and most popular city in Türkiye. It is also the biggest cultural centre of the country because it links Asia with Europe. There are many historical sites and architecture, such as Roman and Byzantine buildings, Venetian towers, and Ottoman palaces. One of the most crowded touristic places in İstanbul is the Blue Mosque because it attracts lots of tourists worldwide.

You can taste traditional Turkish cuisine in İstanbul. The most delicious foods are shish kebab, pitta, and knafeh.

b **Read the texts and underline the sentences expressing reason.**

c **Complete the sentences below with *because* or *so*.**

1 Tim is planning to visit Seoul in August, _____ he saves money.
2 Olivia is going on a trip to Europe by bus _____ she cannot get over her fear of flying.
3 Toronto is a cold country to visit in summer, _____ I need to take my pullovers with me.
4 Pam does not want to come on the trip to India with us _____ she is allergic to spicy food.
5 My family and I have to cancel our holiday in Morocco _____ my parents have the flu.

d **Search the Net to get information about the city you want to visit the most. Then write a similar text as in *Exercise a*. Explain your reasons.**

6D HIT THE ROAD!

a

1 *Czechia*
2 *toasted bread*
3 *The Blue Mosque*
4 *Shish kebab*

b

It is one of the most popular cities in Europe because it has a rich cultural and architectural heritage that attracts many tourists every year.

You can walk around this beautiful city, so you do not need to take a bus tour.

It is also the biggest cultural centre of the country because it links Asia with Europe.

One of the most crowded touristic places in İstanbul is the Blue Mosque because it attracts lots of tourists worldwide.

c

1 *so*
2 *because*
3 *so*
4 *because*
5 *because*

TEACHER'S NOTES

TEACHER'S NOTES

7A OUR LEGACY FROM THE PAST

Lead-in

Talk about the following questions with your classmates.

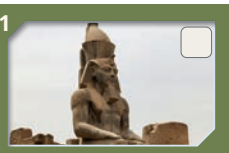
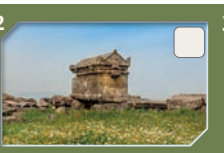
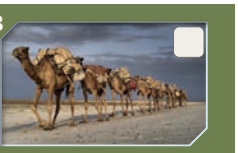
1 What comes to your mind when you hear "cultural heritage"?

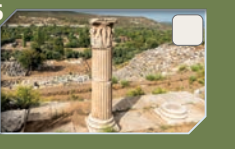
2 Is there a civilization or a culture you are particularly interested in? Why?

Listening

a **Match the words to the photos. One is extra.**

a caravan
b castle
c monument
d statue
e temple
f column
g tomb



b **Listen to the audio and circle the correct option.** Track 7.1

1 Homer Taylor is an ____.
- **A** anthropologist
- **B** archaeologist

2 Chichen-Itza is famous for ____.
- **A** its aesthetic beauty
- **B** the monuments there

3 ____ is an ancient caravan city.
- **A** Petra
- **B** Chichen-Itza

4 Sansa has ____.
- **A** multipurpose religious facilities
- **B** excellent tombs and temples

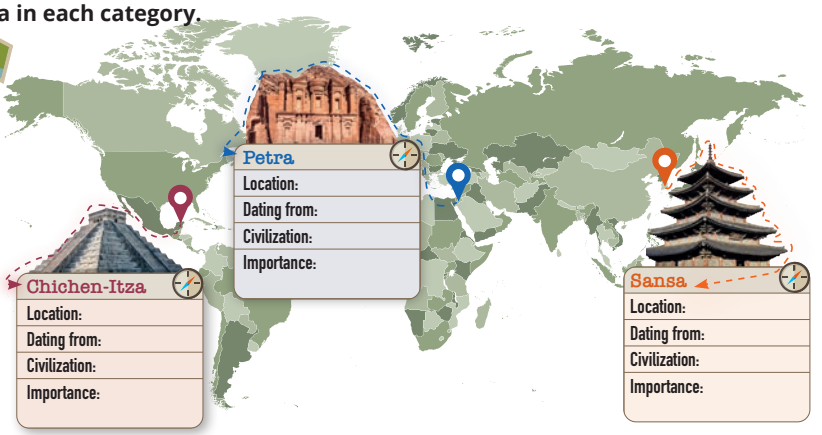
c **Listen to the audio again and fill in the charts with the correct words/phrases. One word/phrase is extra in each category.**

- Japan
- Jordan
- Korea
- Mexico

- 312 BC
- the 5th century
- the 7th–9th centuries
- 15,000 years ago

- Akkadian
- Nabataean
- Korean
- Mayan-Toltec

- well-preserved statues and buildings
- one of the seven wonders
- a unique architecture
- a Meso-American masterpiece



d **Work in pairs. Talk about a monument in your country answering the following questions.**

• Where is it? • Who built it? • When did they build it? • Why is it important?

THEME 7 WORLD HERITAGE

7A OUR LEGACY FROM THE PAST

Lead-in

Ask students to read the given questions. Give them some time to think about them and encourage them to share their opinions with the class.

Answer Key

1 *Students' own answers*

2 *Students' own answers*

Listening

a Ask students to match the given words to the photos. Remind them that one of the words is extra. When they have finished the activity, check the answers with the class.

Answer Key

1 *d*

2 *g*

3 *a*

4 *e*

5 *c*

6 *f*

b Tell students that they will listen to a radio programme about three world heritage sites. Ask students to read the questions first so that they can know which details they are supposed to focus on. Play the audio and ask them to listen and circle the correct option for each statement. Then elicit the answers. Track 7.1

Answer Key

1 *B*

2 *B*

3 *A*

4 *A*

Audio Script 7.1

Listen to the audio and circle the correct option.

Matthew: Welcome to *Voices from the Past*! You're listening to Radio History. Matthew Potter here! Today, my guest is archaeologist Dr Homer Taylor. Hello, Dr Taylor.

Dr Taylor: Hi, Matthew. Today, I'll tell you about three UNESCO World Heritage Sites. The first site is Chichen-Itza. It's an ancient city in Mexico, and it dates back to the 5th century. It's one of the most important examples of the Mayan-Toltec civilization.

Matthew: What makes it this important?

Dr Taylor: Well, its importance comes from the monuments there; the whole site is among the masterpieces of Meso-American architecture.

Matthew: OK, let's move on to the second site, Dr Taylor.

Dr Taylor: The second site is Petra, an ancient caravan city in modern-day Jordan. It's over 2,300 years old; this makes it one of the oldest cities in the world. The builders of Petra were the Nabataeans.

Matthew: When did they exactly build it?

Dr Taylor: They built it in 312 BC, and the city has a unique architecture with excellent tombs and temples.

Matthew: And what's the last site?

Dr Taylor: The last one is Sansa; it's a complex of multipurpose religious facilities located in Korea; the Koreans constructed them between the 7th and the 9th centuries.

7A OUR LEGACY FROM THE PAST

Lead-in

Talk about the following questions with your classmates.

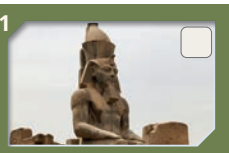
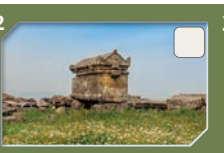
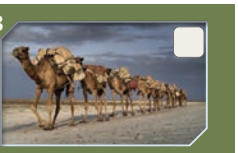
1 What comes to your mind when you hear "cultural heritage"?

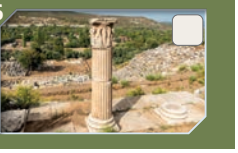
2 Is there a civilization or a culture you are particularly interested in? Why?

Listening

a **Match the words to the photos. One is extra.**

a caravan
b castle
c monument
d statue
e temple
f column
g tomb



b **Listen to the audio and circle the correct option.** Track 7.1

1 Homer Taylor is an ____.
- **A** anthropologist
- **B** archaeologist

2 Chichen-Itza is famous for ____.
- **A** its aesthetic beauty
- **B** the monuments there

3 ____ is an ancient caravan city.
- **A** Petra
- **B** Chichen-Itza

4 Sansa has ____.
- **A** multipurpose religious facilities
- **B** excellent tombs and temples

c **Listen to the audio again and fill in the charts with the correct words/phrases. One word/phrase is extra in each category.**

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- Korea
- Mexico

- 312 BC
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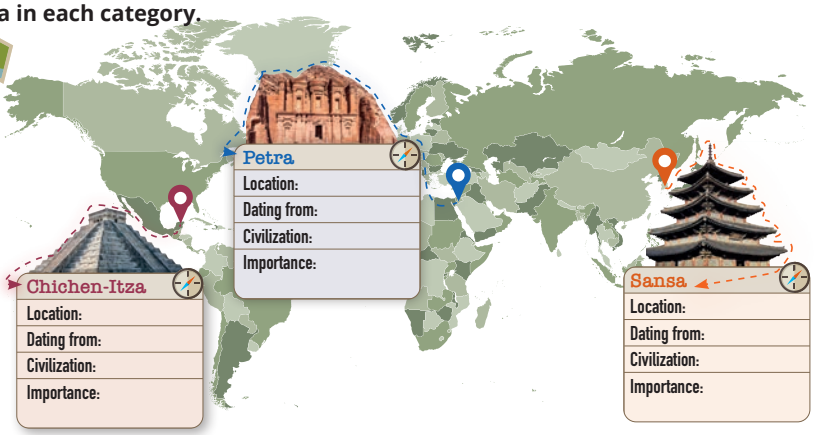
- a Meso-American masterpiece



d **Work in pairs. Talk about a monument in your country answering the following questions.**

• Where is it? • Who built it? • When did they build it? • Why is it important?

Matthew: What makes Sansa worth being a world heritage site?

Dr Taylor: It has well-preserved statues and buildings, and they can still do their jobs.

Matthew: Thanks for being our guest today, Doc.

Dr Taylor: You're welcome.

c Ask students to fill in the charts with the given words/phrases. Remind them that one word/phrase in each category (location, dating from, civilization, and importance) is extra. Play the audio, and then check the answers with the class. This activity enables students to organize information on world heritage in a recorded text.

Answer Key

Chichen-Itza

Location: *Mexico*
Dating from: *the 5th century*
Civilization: *Mayan-Toltec*
Importance: *a Meso-American masterpiece*

Petra

Location: *Jordan*
Dating from: *312 BC*
Civilization: *Nabataean*
Importance: *a unique architecture*

Sansa

Location: *Korea*
Dating from: *the 7th–9th centuries*
Civilization: *Korean*
Importance: *well-preserved statues and buildings*

d Divide students into pairs and tell them to talk about a monument in their country by answering the given questions. Monitor and offer help when needed.

TEACHER'S NOTES

Speaking

a **Talk about the following questions with your classmates.**

1 What is the most famous historical/natural site in your country? What makes it so special?
2 What do you think makes a historical/natural site important for humans to protect?

b **Read the text and underline the sentences that highlight the importance of each site.**

Mixed heritage sites of UNESCO have both natural and cultural importance. There are 39 mixed heritage sites in the world, and two of them are in Türkiye. Read on to learn about them.

Hierapolis

Hierapolis, with its present name, Pamukkale, is in the Denizli province of Türkiye. It attracted many visitors in the past with its extraordinary landscape. The Attalid kings of Pergamum founded this thermal town at the end of the 2nd century BC. Hierapolis is unique because it is a great example of a Graeco-Roman thermal town with natural formations.

Cappadocia

Cappadocia stretches between Nevşehir, Ürgüp, and Avanos. Wind and rain ate away the ash and lava from volcanoes, and they formed "fairy chimneys" 60 million years ago. This erosion process gave early humans somewhere to live. Human settlement in Cappadocia dates back to the Palaeolithic era, and different communities lived there until 1952. The number of churches, villages, and underground cities inside the fairy chimneys makes the region one of the world's largest cave systems.

c **Work in pairs. Ask and answer questions about the text as in the example.**

e.g. A: *What was Pamukkale's old name?*
B: *(It was) Hierapolis.*

A: *What ate away the ash and lava from volcanoes?*
B: *Wind and rain.*

d **Search the Net for a mixed heritage site of UNESCO in another country. What makes it unique? Share your research findings with your classmates.**

Idiom of the Day

Read the dialogue and answer the following question.

Susan: I'd love to travel to Egypt this summer if I get the chance. I especially want to see the Great Pyramid.
Karen: What makes it so important?
Susan: It's the only wonder of the ancient world still in existence, and it's almost 3,600 years old.
Karen: Wow! That's amazing, but it's a bit sad to see the other six wonders weren't able to **stand the test of time**.

Why do you think historical places cannot stand the test of time? How do you think people can protect these places?

Speaking

a Ask students to read the given questions. Give them some time to think about them and encourage them to share their opinions with the class.

Answer Key

1 *Students' own answers*

2 *Students' own answers*

b Tell students that they will read a text about two world heritage sites in Türkiye. Ask them to underline the sentences that highlight the importance of each site. When they have finished the activity, elicit the answers.

Answer Key

Hierapolis: *Hierapolis is unique because it is a great example of a Graeco-Roman thermal town with natural formations.*

Cappadocia: *The number of churches, villages, and underground cities inside the fairy chimneys makes the region one of the world's largest cave complexes.*

c Divide students into pairs and tell them to ask and answer questions about the text they have read as in the given example. Monitor and offer help when needed.

Suggested Answers

- ***A:*** *What is a mixed heritage site?*
  B: *A site with both natural and cultural importance.*
- ***A:*** *How many mixed heritage sites are there in the world?*
  B: *Thirty-nine.*
- ***A:*** *How many mixed heritage sites are there in Türkiye?*
  B: *Two.*

Hierapolis

- ***A:*** *Where is Pamukkale/Hierapolis?*
  B: *In Denizli,Türkiye.*
- ***A:*** *Did Pamukkale attract visitors in the past as it does now?*
  B: *Yes, it did.*
- ***A:*** *Who founded Hierapolis?*
  B: *The Attalid kings of Pergamum.*
- ***A:*** *When did the Attalid kings of Pergamum found Hierapolis?*
  B: *At the end of the 2nd century BC.*

Cappadocia

- ***A:*** *Where is Cappadocia?*
  B: *Between Nevşehir, Ürgüp, and Avanos.*
- ***A:*** *What formed "fairy chimneys"?*
  B: *Wind and rain erosion.*
- ***A:*** *When did Cappadocia form?*
  B: *60 million years ago.*
- ***A:*** *When did early humans settle in Cappadocia?*
  B: *In the Palaeolithic era.*
- ***A:*** *When did people stop living in Cappadocia?*
  B: *In 1952.*

TEACHER'S NOTES

Speaking

a **Talk about the following questions with your classmates.**

1 What is the most famous historical/natural site in your country? What makes it so special?
2 What do you think makes a historical/natural site important for humans to protect?

b **Read the text and underline the sentences that highlight the importance of each site.**

Mixed heritage sites of UNESCO have both natural and cultural importance. There are 39 mixed heritage sites in the world, and two of them are in Türkiye. Read on to learn about them.

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Read the dialogue and answer the following question.

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Karen: Wow! That's amazing, but it's a bit sad to see the other six wonders weren't able to **stand the test of time**.

Why do you think historical places cannot stand the test of time? How do you think people can protect these places?

d Tell students to search the Net for a mixed heritage site of UNESCO in another country and ask them to take notes about what makes it unique. Allow 4–5 minutes and encourage students to share their sentences with their classmates. If there is no stable connection available, you can set this as homework.

Answer Key

Students' own answers

Idiom of the Day

Tell students to read the dialogue and ask them what the meaning of the idiom could be. Have them infer the meaning from the dialogue. Then encourage them to share their opinions about the question. The meaning of the idiom is "to work, function, or endure for a very long time".

Answer Key

Students' own answers

TEACHER'S NOTES

TEACHER'S NOTES

7B ONCE UPON A TIME

Reading

a Talk about the following questions with your classmates.

1 What can you count as heritage other than historical ruins?

2 Can you give examples of written and spoken heritage in your culture?

Dede Korkut is a mythical wise man who appears in epics, stories, and tales. According to some sources, Dede Korkut was from the Bayat tribe of the Oghuz and was the son of a cult figure, Kara Hodja. He appeared in the time of the ninth ruler, Inal Sır Yavkuy, and he was the consultant of the tenth ruler, Kayı Inal Khan, and three Oghuz rulers after him.

He took his roots from the traditions of nomadic life and had an important place in the social life of the Oghuz with his wise sayings and melodic narratives.

The Book of Dede Korkut is a narration of his epic and lyrical poems and the events he experienced. The book contains twelve stories and dates from the 15th century. It was able to stand the test of time by two means: written sources and spoken culture. Values such as generosity, hospitality, and courage in Dede Korkut's narratives and mottoes are still alive today. They play an important role in the construction of social and cultural peace in society.

b Answer the following questions according to the text.

1 According to some sources, where was Dede Korkut from?

_____

2 Who was the ruler of the Oghuz when Dede Korkut appeared?

_____

3 How did Dede Korkut take place in the social life of the Oghuz?

_____

4 How was *The Book of Dede Korkut* able to stand the test of time?

_____

5 Which values did Dede Korkut mention in his stories and mottoes?

_____

c Match the highlighted words in the text to the definitions below.

1 _____ : belonging to a community moving from place to place

2 _____ : existing only in ancient myths

3 _____ : friendly and generous behaviour towards guests

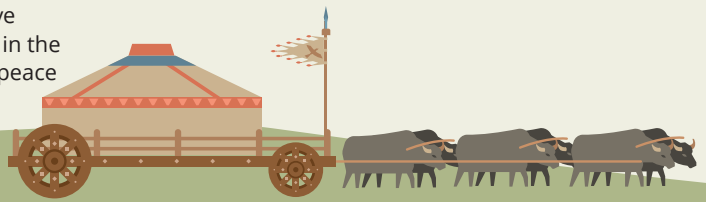
4 _____ : pleasant to listen to, like music

5 _____ : connected with the culture of a particular society or group

6 _____ : a person who rules or governs

7 _____ : a long poem about the actions of great people

d Describe a mythical character you know in a few sentences. Use at least three of the highlighted words in the text.



7B ONCE UPON A TIME

Reading

TEACHER'S NOTES

a Ask students to read the given questions. Give them some time to think about them and encourage them to share their opinions with the class.

Answer Key

1 *Students' own answers*

2 *Students' own answers*

b Tell students to read the paragraph and answer the questions according to it. Give them some time to complete the activity. Then check the answers with the class.

Answer Key

1 *He was from the Bayat tribe of the Oghuz.*

2 *The ruler was Inal Sır Yavkuy.*

3 *He took place in the social life of the Oghuz with his wise sayings and melodic narratives.*

4 *It was able to stand the test of time by two means: written sources and spoken culture.*

5 *Values such as generosity, hospitality, and courage.*

c Ask students to match the highlighted words in the text to the given definitions. Give them some time to complete the activity. Then check the answers with the class.

Answer Key

1 *nomadic*

2 *mythical*

3 *hospitality*

4 *melodic*

5 *cultural*

6 *ruler*

7 *epic*

d Tell students to describe a mythical character they know using at least three of the highlighted words in the text. Give them some time to complete the activity. Then encourage them to share their sentences with the class.

e **Read the following paragraphs and reorder them to make a meaningful story.**

a

☐ Before Yegenek set off, he took advice from Dede Korkut in his dream. He fought heroically, defeated the tekfur, and saved his father.

b

☐ First, he invaded a castle by the Black Sea, but the tekfur of the castle defeated Kazılık Koca and took him as a prisoner. He stayed in prison for sixteen years.

c

☐ Bayındır Khan, the ruler of the Oghuz, held meetings where he invited the Oghuz beys to exchange ideas. In one of these meetings, a man called Kazılık Koca asked Bayındır Khan's permission for a raid.

d

☐ Meanwhile, Yegenek grew up. He visited Bayındır Khan and asked for permission to save his father. He took twenty-four soldiers with him.

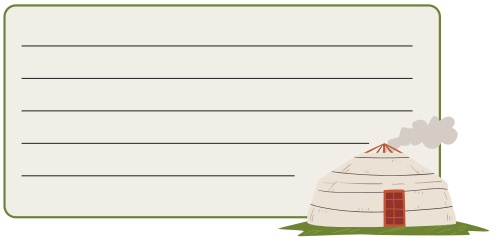
e

☐ Then Kazılık Koca found out that it was his son who saved him. In the end, father and son returned to their homeland together.

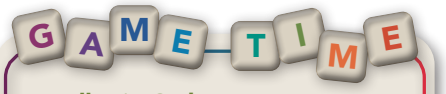
f

☐ When Kazılık Koca got permission from Bayındır Khan, he left his newborn son, Yegenek, behind and hit the road.

f **Search the Net to find a Turkish mythical story and summarize it in a few steps.**



g **Work in pairs. Tell the story you have summarized in *Exercise f* in turns.**



Tell It in Order

- Play in groups.
- Pick a sentence card from the pile on your teacher's desk.
- Read the sentence and ask other groups to find the sentences that come before and after yours.
- Try to reorder and complete the story as fast as you can.

e Tell students to read the sentences and reorder them to make a meaningful story. Give them some time to complete the activity. Then check the answers with the class. This activity enables students to reorder the events in a short story.

Answer Key

a *5*
b *3*
c *1*
d *4*
e *6*
f *2*

f Let students search the Net to find a mythical story. Tell them to summarize it in a few steps. Give them some time to complete the activity.

g Tell students to work in pairs. Ask them to tell the story they have summarized in *Exercise e* in turns. Give them some time to finish the activity. Then encourage them to share their stories with the class.

TEACHER'S NOTES

Game Time

Tell It in Order

The aim of this activity is to help students reorder the events in a short story.

Materials and Preparation

Copy and cut up the cards on page 312.

Procedure

1 Tell students that they are going to play a game. Divide the class into groups of three and make a pile of the cards you have cut up on your desk.

2 Explain to students that each card contains a sentence or sentences from a story. Tell them that each group will pick up a card and try to find the sentences that come before and after their own sentence.

3 Remind them that they need to be as fast as possible. One by one, groups will be linked together and reorder the story.

4 Ask them to read the story aloud in turns at the end of the game.

TEACHER'S NOTES

7C A BLAST FROM THE PAST

Listening

a **Talk about the following questions with your classmates.**

1 What can you tell about the ancient city of Troy?
Do you know the story of the Trojan Horse?

2 What other ancient cities in your country can you name?
Do you have a favourite one?

b **Listen to the interview about the ancient city of Troy and answer the questions below.** Track 7.2

e.g. *Who built it?*
The Trojans built it.

1 Where did they build it? _____

2 When did they build it? _____

3 Who discovered it? _____

4 Why was it important? _____

c **Answer the questions in *Exercise b* using the information about Karahan Tepe below.**

As part of the Eastern and South-eastern Anatolian Provinces Cultural Inventory Project, a group of archaeologists, led by Professor Uluçam, discovered Karahan Tepe in Şanlıurfa in 1997.

They reported that the Neolithic communities erected the steles at the site, dating back to 9100–8400 BC. Karahan Tepe also changed all theories about human history, just as Göbeklitepe did in the past. We know that the first temples and home grounds were born about 1,500 years before the birth of architecture.

KARAHAN TEPE

d **Use the information in *Exercise c* to do an interview with your partner about Karahan Tepe and record it. Upload your recording to your online portfolio and share it with your classmates.**

7C A BLAST FROM THE PAST

Listening

a Ask students to read the given questions. Give them some time to think about them and encourage them to share their opinions with the class.

Answer Key

1 *Students' own answers*

2 *Students' own answers*

b Tell students to listen to the interview about the ancient city of Troy and respond to the given questions. Replay the audio if necessary. Then elicit the answers. This activity enables students to respond to simple questions/statements in a recorded interview. Track 7.2

Answer Key

1 *They built it on Hisarlık Hill, Çanakkale.*

2 *They built it in 3000 BC.*

3 *A German amateur archaeologist discovered it in 1871.*

4 *He discovered that the city had nine layers, forty-two building levels were unearthed.*

Audio Script 7.2

Listen to the interview about the ancient city of Troy and answer the questions below.

Teacher: Hi, everybody. Today, we're hosting a guest in our class. Welcome, Mr Aslan.

Mr Aslan: Hello, thanks for inviting me.

Teacher: It's a pleasure. You're going to tell us about the ancient city of Troy, so let me ask the first question about the city: Who built it?

Mr Aslan: Well, according to the epics of the *Iliad and the Odyssey*, Ilos built the city. However, we can say that the Trojans built it.

Teacher: Wow, interesting. Where did they build it?

Mr Aslan: They built it on Hisarlık Hill, Çanakkale.

Teacher: And when did they build it?

Mr Aslan: We don't know the exact time, but we can say that they built it in 3000 BC.

Teacher: This is amazing! Who discovered it?

Mr Aslan: A German amateur archaeologist discovered it in 1871. It was an important discovery.

Teacher: Why was it important?

Mr Aslan: He discovered that the city had nine layers, forty-two building levels were unearthed.

Teacher: Unbelievable! We learnt many things today. Thank you, Mr Aslan.

Mr Aslan: Thank you for listening.

c Tell students to respond to the questions in *Exercise b* using the given information about Karahan Tepe. Give them some time to complete the activity. Then check the answers with the class.

d Ask students to make an interview with their partners using the information about Karahan Tepe in *Exercise c* and record it. Tell them to upload their recordings to their online portfolios. Then give them feedback.

TEACHER'S NOTES

Speaking

a **Tick (✔) the historical places you heard about or visited in the past. Then describe it to your classmates in a few sentences.**

- ☐ Topkapı Palace
- ☐ Mount Nemrut
- ☐ Ephesus
- ☐ Sumela Monastery
- ☐ Olympos
- ☐ Ancient City of Dara
- ☐ The Blue Mosque
- ☐ Aspendos

b **Work in pairs. Ask and answer questions to talk about the last place you visited. Write down the questions and answers below.**

Questions	You	Your Partner
Where/go? _____		
When/go? _____		
Who/go with? _____		
How/go? _____		
Where/stay? _____		
What/do? _____		
What/see? _____		

c **Retell your friend's answers in *Exercise b* to your classmates as in the example.**

e.g. *Doğa visited the Blue Mosque with her mother last year. It was an exciting trip for her because...*

Did you know

In Göbeklitepe, the largest stones weigh nearly ten tonnes, which means it was a gigantic project for that time. Even today, thousands of people must work to carry those stones and put them in their place.

How do you think Neolithic people managed to construct Göbeklitepe?

Search the Net for further information and talk about the possible answers with your classmates.

Speaking

a Ask students to tick the historical places they heard about or visited in the past. Then ask them to describe it to their classmates in a few sentences.

b Tell students to work in pairs and ask and answer the questions to talk about the last place they visited. Ask them to fill in the table both for themselves and their partners. Give them some time to finish the activity. This activity enables students to ask and answer simple questions in an interview about past times and past events.

c Ask students to retell their friends' answers in *Exercise b* to their classmates as in the example. Encourage them to share their sentences with the class.

Did you know?

Ask students to read the information in the box. Then tell them to read the question and search the Net for further information. Encourage them to discuss the question and share their ideas with their classmates.

TEACHER'S NOTES

TEACHER'S NOTES

7D TRAVEL BROADENS THE MIND

Writing

a **Work in groups. Talk about the following questions.**

1 Why do you think it is better to visit a historical place than read about it?
2 Which historical places in your town/city do tourists generally like to visit?

b **Read the text and write answers and questions about it.**

As a lover of old things and places, I always dreamt of going to Greece to see its historical places. I was thrilled when I learnt that my school arranged a trip to Athens for the spring break. I couldn't sleep the night before the trip because I was so excited.

The next day, we set off very early and had a comfortable journey of three hours. Before noon, we were able to arrive at our destination, and we left our luggage at the hotel. Then we went to a traditional restaurant to eat brunch. I had Greek salad with feta cheese and some loukoumades, a dessert made of round fried dough and honey syrup.

After brunch, our guide took us to the most well-known tourist attraction, the Acropolis of Athens, a complex with many monuments of architectural and artistic excellence.

The monuments on the Acropolis were important and influential in antiquity; they also inspired many modern-age architects worldwide.

When we reached the top of the hill, we saw the Parthenon, a UNESCO World Heritage Site. It dates from the 5th century BC, and it has been a landmark of the city since then. My friends and I were amazed by its beauty, and we took many photos there. Then we walked down the hill to the Agora; there were trees, so we could have some shade and a little rest on the benches. Before we ate dinner, we went sightseeing in the Pláka and Anafiotika neighbourhoods and had a great time walking in the quiet, peaceful streets. Everything was perfect, and this was a trip I can never forget.

1 **Q:** How long did the journey last?
A: _____

2 **Q:** What did the author have for brunch?
A: _____

3 **Q:** _____
A: They went to the Acropolis of Athens.

4 **Q:** _____
A: Before they ate dinner.

c **Write a short paragraph about a historical place you visited in the past. Use the following guidelines and at least three of the highlighted words in *Exercise b*.**

- Mention its location, importance, and history.
- Share your opinion about the place.
- Talk about your feelings and what you did/saw there.

d **Work in pairs. Read your partner's paper and check if s/he has followed the guidelines.**

e **Choose and research an ancient civilization. Then prepare a slide presentation with the information you have collected and present it to your classmates.**

7D TRAVEL BROADENS THE MIND

a Divide students into groups of three or four and ask them to talk about the given questions. Monitor and offer help when needed. Then let them share their opinions with the class.

Answer Key

1 *Students' own answers*

2 *Students' own answers*

b Ask students to read the text and write answers and questions about it. When they have finished the activity, check the answers with the class. This activity enables students to ask and answer questions about a text related to world heritage.

Answer Key

1 *It lasted three hours.*

2 *S/he had a Greek salad with feta cheese and some loukoumades.*

3 *Where did they go after brunch?*

4 *When did they go sightseeing in the Pláka and Anafiotika neighbourhoods?*

c Ask students to think of a historical place they visited in the past. Have them write about the location, importance, and history of the place along with their opinions, feelings, and impressions. Ask them to write the sentences in their notebooks. Remind them that they are supposed to follow the given guidelines while writing and that they need to use at least three of the highlighted words given in *Exercise b*. This activity enables students to write a series of sentences about historical places they visited in the past.

d Put students in pairs and ask them to read their partner's paper to check if s/he has written it in line with the given guidelines in *Exercise c*.

e Ask students to choose an ancient civilization, research it, and take notes. Tell them to prepare a slide document with the information they have collected and present it to their classmates. This activity enables students to give a short simple presentation about an ancient civilization they have searched before.

TEACHER'S NOTES

Pronunciation

a **Listen and practise the words below.** Track 7.3

/d/	/t/	/ɪd/
arrived	mixed	added
called	packed	invited

b **Read the words aloud and tick (✓) the sounds you produce. Then listen to check your answers.** Track 7.4

	/d/	/t/	/ɪd/
1 waited	☐	☐	☐
2 reached	☐	☐	☐
3 climbed	☐	☐	☐
4 tired	☐	☐	☐

c **Listen to the dialogue and pay attention to the strong and weak forms of the highlighted words.** Track 7.5

Felix: The shoe shop was closed yesterday.
Julia: Was it Sunday?
Felix: Yes, it was.
Julia: It wasn't rainy, was it?
Felix: No, it wasn't.

d **Work in pairs. Practise the dialogue in *Exercise c.***

e **Listen to the tongue twisters. Then practise them as fast as you can.** Track 7.6

1. There were some shocked, shielded, and sheltered people outside the shaped, shelled, and shaded shops, weren't there?
2. It wasn't the cooled, clenched, and coated beef from the cuffed, clawed, and coded cow, was it?

e-portfolio

Prepare a very short promotional video about one of the world heritage sites in Türkiye with a video editor. Then submit it to your teacher and present it to your classmates.

To prepare your video, you should...

- choose a site, find information about it, and take notes.
- write the audio script for your video and read it out, recording your voice.
- find images/videos of the site and combine them with the recording using a video editor.

Self-assessment

	Fair	Good	Great
I can organize information in a recorded text.	☐	☐	☐
I can respond to simple questions/statements in a recorded interview.	☐	☐	☐
I can ask and answer questions in an interview about the past.	☐	☐	☐
I can give a short, simple presentation.	☐	☐	☐
I can ask and answer the questions about a text.	☐	☐	☐
I can reorder the events in a short story.	☐	☐	☐
I can write sentences about historical places I visited in the past.	☐	☐	☐

Pronunciation

a Tell students to listen to the audio and repeat the given words. Replay the audio if necessary. Track 7.3

Audio Script 7.3

Listen and practise the words below.

/d/	/t/	/ɪd/
arrived called	mixed packed	added invited

b Ask students to read the words aloud and tick the sounds they produce. When students have finished the activity, play the audio and ask them to listen to check their answers. This activity enables students to sound natural producing "-ed" sounds in regular past verbs. Track 7.4

NOTE: The suffix "-ed" in regular verbs is pronounced as follows:

/t/ voiceless: -p -pe -ck -ke -x -ss -ce -ch -tch -sh -ff -gh

/d/ voiced: -b -be -g -se -z -ze -dge -ge -ve -th -the -l -ll -el -m* -me -n* -ne
*burn burned/burnt
dream dreamed/dreamt
learn learned/learnt

/d/ vowels (voiced): -ay -oy -aw -ew -ow -er -ear -eer -ar -are -ire -ore -our -ue -ee -y (-ied)

-t and -d endings /ɪd/: -d -de -t -te

Answer Key

1 /ɪd/
2 /t/
3 /d/
4 /d/

Audio Script 7.4

Read the words aloud and tick (✔) the sounds you produce. Then listen to check your answers.

1 waited
2 reached
3 climbed
4 tired

c Tell students that they will listen to a dialogue and that they are supposed to pay attention to the strong and weak forms of the highlighted words. Then play the audio and monitor. Track 7.5

Audio Script 7.5

Listen to the dialogue and pay attention to the strong and weak forms of the highlighted words.

Felix: The shoe shop was closed yesterday.
Julia: Was it Sunday?
Felix: Yes, it was.
Julia: It wasn't rainy, was it?
Felix: No, it wasn't.

TEACHER'S NOTES

Pronunciation

a **Listen and practise the words below.** Track 7.3

/d/	/t/	/ɪd/
arrived	mixed	added
called	packed	invited

b **Read the words aloud and tick (✓) the sounds you produce. Then listen to check your answers.** Track 7.4

	/d/	/t/	/ɪd/
1 waited	☐	☐	☐
2 reached	☐	☐	☐
3 climbed	☐	☐	☐
4 tired	☐	☐	☐

c **Listen to the dialogue and pay attention to the strong and weak forms of the highlighted words.** Track 7.5

Felix: The shoe shop was closed yesterday.
Julia: Was it Sunday?
Felix: Yes, it was.
Julia: It wasn't rainy, was it?
Felix: No, it wasn't.

d **Work in pairs. Practise the dialogue in *Exercise c.***

e **Listen to the tongue twisters. Then practise them as fast as you can.** Track 7.6

1. There were some shocked, shielded, and sheltered people outside the shaped, shelled, and shaded shops, weren't there?
2. It wasn't the cooled, clenched, and coated beef from the cuffed, clawed, and coded cow, was it?

e-portfolio

Prepare a very short promotional video about one of the world heritage sites in Türkiye with a video editor. Then submit it to your teacher and present it to your classmates.

To prepare your video, you should...

- choose a site, find information about it, and take notes.
- write the audio script for your video and read it out, recording your voice.
- find images/videos of the site and combine them with the recording using a video editor.

Self-assessment

	Fair	Good	Great
I can organize information in a recorded text.	☐	☐	☐
I can respond to simple questions/statements in a recorded interview.	☐	☐	☐
I can ask and answer questions in an interview about the past.	☐	☐	☐
I can give a short, simple presentation.	☐	☐	☐
I can ask and answer the questions about a text.	☐	☐	☐
I can reorder the events in a short story.	☐	☐	☐
I can write sentences about historical places I visited in the past.	☐	☐	☐

d Divide students into pairs and ask them to practise the dialogue in *Exercise c*. Monitor and offer help when needed. You can ask them to swap roles and partners for more variety if there is time. This activity enables students to sound natural producing the pronunciation of /wəz/ and /wɒz/.

e Have students listen to the tongue twisters. Tell them to practise them as fast as they can. You can have them work individually, in pairs, or in groups. Encourage them to repeat the tongue twisters aloud. This activity also enables students to sound natural producing "-ed" sounds in regular past verbs and the pronunciation of /wəz/ and /wɒz/. Track 7.6

Audio Script 7.6

Listen to the tongue twisters. Then practise them as fast as you can.

1 There were some shocked, shielded, and sheltered people outside the shaped, shelled, and shaded shops, weren't there?

2 It wasn't the cooled, clenched, and coated beef from the cuffed, clawed, and coded cow, was it?

TEACHER'S NOTES

e-portfolio

Tell students to imagine that they work for an advertising agency. Ask them to prepare a very short promotional video about one of the world heritage sites in Türkiye using a video editor. Hand out the checklist on page 316 and ask them to consider the criteria in the checklist while preparing their video. Remind them that they are supposed to upload their videos to the portfolio section on https://www.eba.gov.tr/. Give students enough time for their presentation and let them present their tasks to the class using the interactive whiteboard. After students present their tasks in the classroom, ask them to assess each other's videos according to the checklist they have. If needed, they can write some suggestions or compliments for peer assessment on the sheet. Let them swap their assessment lists with each other to see the weaknesses and strengths of their tasks.

Self-assessment

Ask students to think of each criterion comprehensively and then to tick the options for themselves. If they need some help with the theme, retell the topic and give some extra examples, practices, activities, etc.

TEACHER'S NOTES

7A OUR LEGACY FROM THE PAST

a **Listen to the audio and complete the following table.** WB Track 7.1

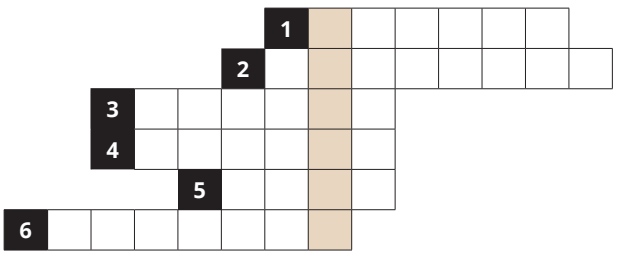
	The Golden Mountains of Altai	The Historic Centre of Bukhara	The Ahwar
Type of Site			
Location			
Date of Inscription			
Importance			

b **Listen to the audio again and circle the correct words/phrases.**

1 The Altai Mountains site is located in **northern / southern** Siberia.
2 The Altai Mountains have one of the **cleanest / harshest** environments on Earth.
3 Many of the facilities in Bukhara are **still in place / not the same**.
4 Bukhara is on a trade route and older than **two / three** millennia.
5 The **archaeological / natural** sites in the Ahwar date from the years 4000–3000 BC.
6 The Ahwar, located in the southern part of Iraq, does not have a **hot / cold** environment.

c **Read the sentences and unscramble the words in capitals. Use them as clues to find the mystery word in the puzzle and write a sentence with it.**

1 This ancient **CEATSL** was a favourite of poets and authors because its history and beauty were inspiring.
2 Archaeologists found a(n) **EMTNOMNU** near the base of Mount Olympus at the end of last year.
3 In ancient Egypt, visiting a(n) **ETLEMP** was a way to connect with and pay respect to ancestors.
4 France gifted the **TASEUT** of Liberty to the USA on the 100th anniversary of their independence.
5 The Lycian **MTBO** architecture is unique because the rock graves were inside living areas.
6 As an ancient **VRNACAA** city, Cairo was at the centre of a major trading route and a target for thieves.



Mystery word: _____ Sentence: _____

WORKBOOK ANSWER KEY

7A OUR LEGACY FROM THE PAST

a

	The Golden Mountains of Altai	The Historic Centre of Bukhara	The Ahwar
Type of Site	*natural*	*cultural*	*archaeological and natural (mixed)*
Location	*Russia*	*Uzbekistan*	*Iraq*
Date of Inscription	*1998*	*1993*	*2016*
Importance	*an important habitat for many species*	*a unique example of a medieval city in Turkistan*	*one of the world's largest inland delta systems*

b

1 *southern*
2 *cleanest*
3 *still in place*
4 *two*
5 *archaeological*
6 *cold*

c

				1	C	A	S	T	L	E	
			2	M	O	N	U	M	E	N	T
		3	T	E	M	P	L	E			
		4	S	T	A	T	U	E			
			5	T	O	M	B				
6	C	A	R	A	V	A	N				

Suggested Answers

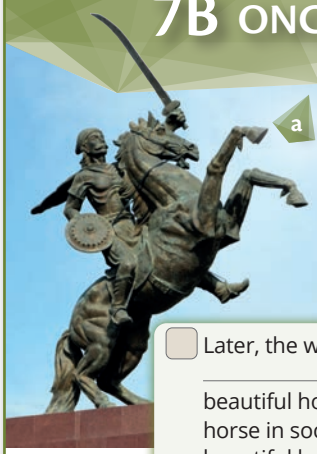
Columns are an important element in Greek architecture.
The columns at the site were mostly from the 3rd century BC.

WB Audio Script 7.1

Listen to the audio and complete the following table.

Today, I'll tell you about three UNESCO World Heritage Sites. The first site on our list is the Altai Mountains; it's a natural site located in Russia. The site was inscribed in 1998 because it's an important habitat for many species. The Altai region in southern Siberia is a giant natural reserve. The second site is the historic centre of Bukhara. It's in Uzbekistan and is a cultural site. Its date of inscription is 1993, and it's a unique example of a medieval city in Turkistan, with the city's many facilities still in place. The famous Ismail Samani tomb is the best surviving example of 10th-century Islamic architecture. The last site is the Ahwar of Southern Iraq; it has seven parts: three archaeological sites and four natural sites. The archaeological sites are Sumerian cities and settlements dating back to the 4th millennium BC. The Ahwar of Southern Iraq is very special because it's one of the world's largest inland delta systems.

7B ONCE UPON A TIME



a **Complete the sentences with the correct form of the words in the parentheses. Then reorder the paragraphs to make a meaningful story.**

- ☐ Later, the weak and ugly colt _____ **(become)** a strong and beautiful horse, and it was a famous horse in society. People called that beautiful horse "Kırat", and they called Ruşen Ali "Köroğlu", which means "the son of the blind man."
- ☐ When the Bey of Bolu _____ **(see)** the ugly colt, he got very angry with Yusuf. He ordered his men to make Yusuf blind as a punishment. Then he _____ **(give)** the ugly colt to Yusuf and dismissed him.
- ☐ Many years ago, there was a ruler named the Bey of Bolu. He was rich and powerful, and he _____ **(like)** horses very much. One day, he _____ **(order)** his stable master, Yusuf, to go to other villages and find a fine horse.
- ☐ In the end, Köroğlu _____ **(turn)** into a brave and powerful man in years. He fed the poor and _____ **(protect)** the weak with the help of his brave friends. Then he fought against the Bey of Bolu and _____ **(defeat)** him in revenge for his father.
- ☐ Blind Yusuf _____ **(go)** back to his village and told the story to his son, Ruşen Ali. Yusuf _____ **(decide)** to train the colt with the help of his son.
- ☐ After a few days, Yusuf _____ **(find)** a colt in one of the nomadic families. The colt was weak and ugly, but Yusuf _____ **(know)** that it would be a strong and beautiful horse one day. He _____ **(buy)** the colt and took it to the Bey of Bolu.

b **Complete the sentences with the words below.**

mythical | hospitality | nomadic | epic | melodic | ruler | cultural

1 The Oghuz led a(n) _____ life; they stayed in tents and moved from place to place.
2 There were many _____ characters in the history of ancient civilizations.
3 The Ottoman Empire was famous for its _____ towards guests from other nations.
4 Aşık Veysel was very good at telling _____ poems and narratives with his instrument.
5 The _____ traditions of their ancestors played an important role in ancient people's lives.
6 In most ancient civilizations, the _____ was the man who had the best war skills.
7 The main idea of the _____ of Gilgamesh is that no one can escape death.

c **Search for a traditional Turkish epic on the Net and summarize it below.**

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

7B ONCE UPON A TIME

a

5 *became*
3 *saw, gave*
1 *liked, ordered*
6 *turned, protected, defeated*
4 *went, decided*
2 *found, knew, bought*

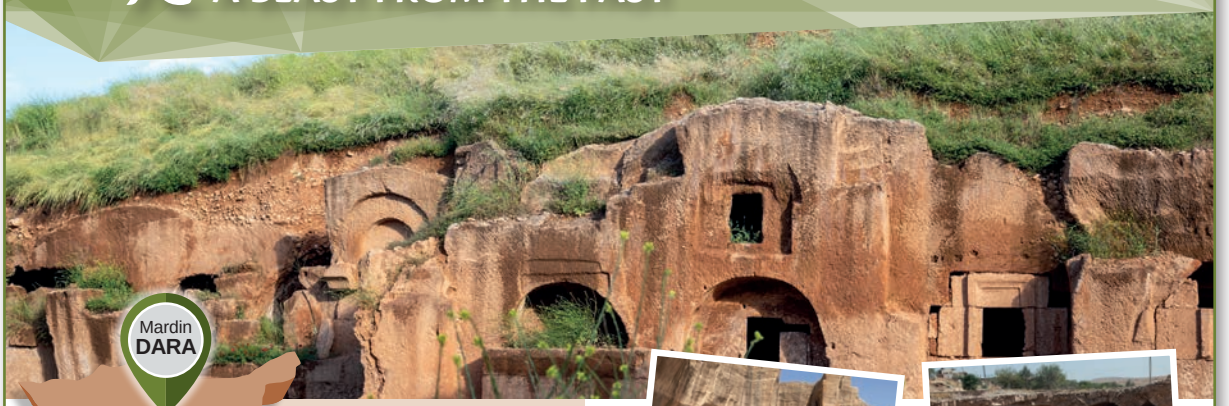
b

1 *nomadic*
2 *mythical*
3 *hospitality*
4 *melodic*
5 *cultural*
6 *ruler*
7 *epic*

TEACHER'S NOTES

TEACHER'S NOTES

7C A BLAST FROM THE PAST



The Ancient City of Dara is located in the south-east of Mardin, in Oğuz village. It was one of the most important settlements in Mesopotamia of its time. Emperor Anastasius built the city as a military garrison in 505 because he wanted to protect the border of the Eastern Roman Empire against the Sassanids. The people of the city carved rooms into the rock to build a castle and protected it with a 4-kilometre wall. They also built an inner castle on the north side of the city. Excavations began to unearth the ancient city in 1986, and archaeologists slowly revealed a monumental graveyard at first. Now, you can visit and see all the ruins of palaces, bazaars, dungeons, and water dams.

a **Rewrite the following questions and give answers to them according to the text as in the example.**

e.g. *Who / the city / build / ?*
Who built the city?
Emperor Anastasius built the city.

1 Where / it / build / he / ?
_____
_____

2 When / he / it / build / ?
_____
_____

3 Why / build / he / it / ?
_____
_____

4 How / the castle / the people / build / ?
_____
_____

5 When / begin / the excavations / ?
_____
_____

b **Imagine that you are an archaeologist. Write the questions and answers about a historical place you know as in *Exercise a.***

_____
_____
_____
_____
_____
_____
_____

c **Write questions and answers as in the example.**

e.g. *Ephesus / the most important port city / of its time.*
(?) *Was Ephesus the most important port city in its time?*
(+) *Yes, Ephesus was the most important port city in its time.*

1 The Greeks / enter / the city of Troy / in a wooden horse.
(?) _____
(+) _____

2 Emperor Anastasius / build / Dara / as a military garrison.
(?) _____
(+) _____

7C A BLAST FROM THE PAST

a

1 *Where did he build it?*

He built it in the south-east of Mardin, in Oğuz village.

2 *When did he build it?*

He built it in 505.

3 *Why did he build it?*

He wanted to protect the border of the Eastern Roman Empire against the Sassanids.

4 *How did the people build the castle?*

They carved rooms into the rock.

5 *When did the excavations begin?*

The excavations began in 1986.

c

1 *(?) Did the Greeks enter the city of Troy in a wooden horse?*

(+) Yes, the Greeks entered the city of Troy in a wooden horse.

2 *(?) Did Emperor Anastasius build Dara as a military garrison?*

(+) Yes, Emperor Anastasius built Dara as a military garrison.

TEACHER'S NOTES

TEACHER'S NOTES

7D TRAVEL BROADENS THE MIND

a **Complete the sentences with the words/phrases below.**

attraction | trip | sightseeing | journey | landmark | destination | set off

1 My friends and I took a(n) _____ tour in the city after we had lunch at a local seafood restaurant.

2 Our school _____ was a disaster because the bus broke down on the way, and we had to spend the night in a hotel.

3 The Lighthouse of Alexandria, one of the Seven Wonders of the Ancient World, was a(n) _____ for sailors.

4 After a four-hour railway _____, we arrived at the town centre in the afternoon.

5 We could not _____ on time, so we missed the train to the airport and took a taxi to get there.

6 Parque da Cidade, a vast green space, is undoubtedly the most popular tourist _____ in the city.

7 Before we reached our _____, we made a quick stop at the street market to buy some souvenirs for our family members.

b **Read the text and write answers and questions about it.**

Gobustan Rock Art Cultural Landscape

Azerbaijan's rich history goes back to prehistoric times. One of the oldest settlements in Azerbaijan is Gobustan. It gained worldwide fame when UNESCO listed it as a World Heritage Site in 2007. The 6,000 rock paintings in Gobustan have stood the test of time, and they are a sign of human habitation for at least 25,000 years. Apart from the rock art, cave houses prove that early humans used the region as a living area. The pictures at the site show the ancient people's day-to-day activities, such as hunting and fishing. They also show animals, dances, battle scenes, bullfights, and camel caravans. Azerbaijani archaeologist Ishaq Jafarzadeh started archaeological digs there in 1940, but the studies had to stop because the Second World War broke out. Jafarzadeh restarted his studies in the area in 1947, and he found Roman and Arabic texts that helped him better understand the region's history in antiquity and the Middle Ages.

1 **Q:** When did Gobustan gain worldwide fame?
A: _____

2 **Q:** What were ancient people's daily activities?
A: _____

3 **Q:** _____
A: Azerbaijani archaeologist Ishaq Jafarzadeh.

4 **Q:** _____
A: Because the Second World War broke out.

c **Read the text again and write four more questions and answers about it.**

1 **Q:** _____
A: _____

2 **Q:** _____
A: _____

3 **Q:** _____
A: _____

4 **Q:** _____
A: _____

d **Search for a civilization on the Net and write a few sentences about its history in your notebooks.**

7D TRAVEL BROADENS THE MIND

a

1 *sightseeing*
2 *trip*
3 *landmark*
4 *journey*
5 *set off*
6 *attraction*
7 *destination*

b

1 *When UNESCO listed it as a World Heritage Site in 2007.*
2 *Hunting and fishing.*
3 *Who started archaeological digs in Gobustan?*
4 *Why did Jafarzadeh's studies have to stop?*

c

Suggested Answers

1 ***Q:*** *When did UNESCO list Gobustan as a World Heritage Site?*
A: *In 2007.*
2 ***Q:*** *For what purpose did early humans use the region?*
A: *As a living area.*
3 ***Q:*** *When did Ishaq Jafarzadeh start archaeological digs in Gobustan?*
A: *In 1940.*
4 ***Q:*** *What did Jafarzadeh find in Gobustan when he restarted his studies?*
A: *Roman and Arabic texts.*

TEACHER'S NOTES

TEACHER'S NOTES

8A HEALTH IS BETTER THAN WEALTH

Lead-in

Talk about the following questions with your classmates.

1 When was the last time you visited a doctor? Why?

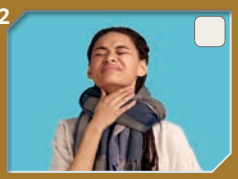
2 Why is it important to know what to do during an emergency?

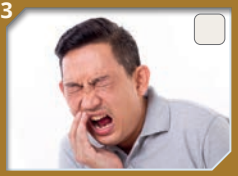
Listening

a **Match the health problems to the photos below. One is extra.**

a a backache	e a broken leg
b the flu	f a sore throat
c a stomach ache	g a rash
d a headache	h a fever
	i a toothache

1

2 

3 

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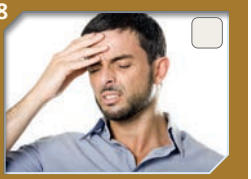
8 

b **Listen and write where each conversation takes place.**

Track 8.1

1 _____

2 _____

3 _____

c **Listen to the audio again and complete the table below for each patient.**

Patients	Health Problem	Symptoms	Treatment
Paul			
Linda			
Ms Evans			

d **Listen again and answer the following questions.**

1 Why does the chemist give Paul antibacterial cream and plasters?

_____

2 When should he change the plaster?

_____

3 How long has Linda had pain in her teeth?

_____

4 What does the doctor advise Linda to do besides taking medicine?

_____

5 When did the pain in Ms Evans's stomach first start?

_____

6 What does the doctor advise her to eat?

_____

THEME 8 EMERGENCY AND HEALTH PROBLEMS

8A HEALTH IS BETTER THAN WEALTH

Lead-in

Encourage students to talk about the given questions with their classmates. Let them share their opinions with the class.

Answer Key

1 *Students' own answers*

2 *Students' own answers*

Listening

a Have students match the health problems to the photos. Remind them there is one extra word or phrase that they do not need to use. Check the answers with the class.

Answer Key

1 *e*	**3** *i*	**5** *h*	**7** *c*
2 *f*	**4** *g*	**6** *b*	**8** *d*

b Ask students to listen to the audio and write where each conversation takes place. Check the answers with the class. Track 8.1

Answer Key

1 *At the chemist's*

2 *At the dentist's*

3 *At the doctor's*

Audio Script 8.1

Listen and write where each conversation takes place.

Dialogue 1

Chemist: How can I help you?

Paul: Oh, I've cut my finger, and it hurts. Should I see a doctor?

Chemist: Let me see. Well, no. It isn't a deep cut. I'll give you this antibacterial cream and these plasters to keep the cut clean.

Paul: How much are they?

Chemist: They're £10.

Paul: Here you're. How should I use them?

Chemist: First, you should clean the cut with soap and water. Then apply the cream before you put the plaster on your finger. Change the plaster when it gets dirty or wet.

Paul: Thank you.

Dialogue 2

Dentist: Hello, Linda. How are you doing?

Linda: I feel really bad.

Dentist: What's wrong?

Linda: I've had terrible pain in my teeth for two days.

Dentist: Let me check. Open wide, please.

Linda: Aah!

Dentist: Does it hurt when I press here?

Linda: Ouch!

Dentist: You've got some cavities, but I must first treat the infection. I'll give you some medicine: a painkiller and an antibiotic. You should take them once a day for a week, and you should also brush your teeth at least twice a day. Then I'll see you next week for the fillings.

Linda: OK, thank you.

Dialogue 3

Doctor: What seems to be the problem, Ms Evans?

Ms Evans: I have a terrible pain in my stomach.

Doctor: When did it first start?

Ms Evans: Two days ago.

Doctor: Have you been able to go to the bathroom?

Ms Evans: No, not since Wednesday.

Doctor: I'll give you medicine to help you feel relaxed.

8A HEALTH IS BETTER THAN WEALTH

Lead-in

Talk about the following questions with your classmates.

1 When was the last time you visited a doctor? Why?

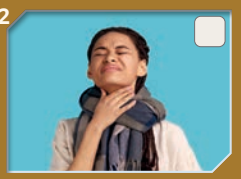
2 Why is it important to know what to do during an emergency?

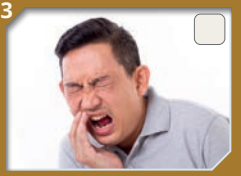
Listening

a **Match the health problems to the photos below. One is extra.**

a a backache	e a broken leg
b the flu	f a sore throat
c a stomach ache	g a rash
d a headache	h a fever
	i a toothache

1

2 

3 

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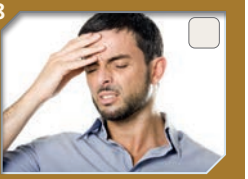
5

6

7

8 

b **Listen and write where each conversation takes place.**

Track 8.1

1 _____

2 _____

3 _____

c **Listen to the audio again and complete the table below for each patient.**

Patients	Health Problem	Symptoms	Treatment
Paul			
Linda			
Ms Evans			

d **Listen again and answer the following questions.**

1 Why does the chemist give Paul antibacterial cream and plasters?

_____

2 When should he change the plaster?

_____

3 How long has Linda had pain in her teeth?

_____

4 What does the doctor advise Linda to do besides taking medicine?

_____

5 When did the pain in Ms Evans's stomach first start?

_____

6 What does the doctor advise her to eat?

_____

Ms Evans: Thank you. Is there anything I should do?

Doctor: Well, you should drink a lot of water and make changes in your diet. For example, eat more fruits and vegetables.

Ms Evans: All right. Thanks.

c Ask students to listen to the audio again and complete the given table for each patient. Check the answers with the class. This activity enables students to identify the most frequently used expressions about health problems.

Answer Key

Patients	Health Problem	Symptoms	Treatment
Paul	*a cut finger*	*it hurts*	*antibiotic cream and plasters*
Linda	*a toothache*	*pain in her teeth*	*some medicine (a painkiller and an antibiotic)*
Ms Evans	*a stomach ache*	*pain in her stomach*	*medicine*

d Have students listen to the audio again and answer the given questions. Check the answers with the class.

Answer Key

1 *To keep the cut clean.*

2 *When it gets dirty or wet.*

3 *For two days.*

4 *To brush her teeth at least twice a day.*

5 *Two days ago.*

6 *More fruits and vegetables.*

TEACHER'S NOTES

Speaking

a **Match the health problems to the following advice. One is extra.**

- a a sore throat
- b a swollen knee
- c a stomach ache
- d a rash on a hand
- e the flu
- f sunburn
- g a headache

1 ☐ Drink warm tea with honey and rest your voice.

2 ☐ Have a rest and get plenty of sleep. Wash your hands regularly and drink vegetable or fruit juice.

3 ☐ Use a moisturizer during the dry and cold winter months. Avoid chemicals coming into contact with your skin and wear gloves when cleaning.

4 ☐ Drink plenty of water and eat crackers, rice, bananas, or toast. Avoid eating greasy foods like chips, hamburgers, etc.

5 ☐ Cool your skin with a cool shower, but do not use soap on the affected area. Use a moisturizer with aloe vera. Stay out of the sun.

6 ☐ Avoid standing for a long time. Apply ice for 15 to 20 minutes every two to three hours and see a doctor.

b **Work in pairs. Take turns to ask for and give advice about the health problems in *Exercise a* as in the example.**

e.g.

You don't look so good. What happened?

I've got the flu and a runny nose. I feel terrible. What should I do?

I'm sorry to hear that. You had better have a rest and get plenty of sleep. You should also wash your hands regularly and drink vegetable or fruit juice.

I will. Thank you.

c **Work in pairs. Role-play a conversation at the doctor's using the following role cards. Then swap roles.**

Student A

You feel ill, and you are at the doctor's office.

Tell the doctor about the symptoms that you have had for a period of time. Ask for advice.

Student B

You are the doctor.

Ask about the patient's problem and symptoms.

Answer Student A's questions and give some useful advice or information about the treatment you are planning to give.

Idiom of the Day

Read the dialogue and answer the following question.

Tim: Sandy, would you like to join us for dinner this evening?
Sandy: Thanks for inviting me, but I'm **feeling under the weather.**
Tim: Oh, what's the matter?
Sandy: I've had the flu for over a week, but I still have a terrible cough and sore throat.
Tim: I'm sorry to hear that. Hope you feel better soon.
Sandy: Thank you, Tim.

What do you do when you feel under the weather?

Speaking

a Ask students to match the problems to the given advice. Remind them there is one extra phrase that they do not need to use. Check the answers with the class.

Answer Key

1 *a*
2 *e*
3 *d*
4 *c*
5 *f*
6 *b*

b Ask students to work in pairs. Encourage them to ask for and give advice about the health problems in *Exercise a* in turns as in the example. This activity enables students to ask for and give advice about health problems.

c Have students work in pairs and role-play a conversation at the doctor's using the role cards. When they have completed the task, ask them to swap roles.

Idiom of the Day

Tell students to read the dialogue and ask them what the meaning of the idiom could be. Have them infer the meaning from the dialogue. Then encourage them to share their opinions about the question. The meaning of the idiom is "slightly ill, sick, or in low spirits".

Answer Key

Students' own answers

TEACHER'S NOTES

TEACHER'S NOTES

8B BEING OUT OF SORTS

Reading

a **Match the correct specialists to the health problems below. One is extra.**

1	☐ A dermatologist	**a**	treats problems of the gums, teeth, and mouth.
2	☐ A surgeon	**b**	treats mental health problems.
3	☐ A dentist	**c**	treats sleep disorders.
4	☐ A psychiatrist	**d**	treats conditions that affect your hair, skin, and nails.
5	☐ A sleep specialist	**e**	treats eye and vision problems.
		f	treats illnesses and injuries by operating on patients.

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Question 1

Rockstar

Since I was a little child, I have had yellow teeth, although I brush them regularly each day. I have tried many different kinds of toothpaste, but they didn't work at all. I'm 18 years old, and I can't even smile. Please help me!

03.03.2022, 19.30

Answer

1 _____

Firstly, teeth are not pure white; they are naturally yellowish, and they can turn yellow for several reasons, like eating habits, using antibiotics, or genetic factors. Next, certain foods or drinks, such as coffee, tea, citrus juices, berries, and curry, can change the colour of your teeth. Have you ever tried professional cleaning and polishing? Visit your dentist and talk about your problem. S/He will prescribe you the best treatment for you. And lastly, do not let anything stop you from smiling!

Question 2

Sleepless

I have always had trouble falling asleep, but the situation has become worse in the past three months. Even when I'm exhausted, it is difficult for me to fall asleep some nights. I wake up several times throughout the night and find myself looking at the clock. I feel anxious because it really affects my performance at work. How can I solve my sleep problem?

28.03.2022, 17.15

Answer

2 _____

Many factors like stress, depression, or physical pain can cause insomnia, but the common cause is lifestyle factors, and it gets better by changing some of your habits. Start by identifying the things that keep you awake at night. Maybe you shouldn't have had that afternoon coffee or the evening tea. Avoid caffeine for four hours before going to bed. The blue light from electronics such as laptops, tablets, TVs, and mobile phones also negatively affects sleep quality at night. It tricks your brain into thinking it is daytime. Avoid using them two hours before bedtime. If the problem continues, you had better see a doctor to find out the main reason.

Question 3

Angel

I'm a fifteen-year-old girl. I have had problems with acne and pimples on my cheeks and chin for about a year. I have tried a few remedies that I found on the Net, but they didn't seem to help much. What should I do to get rid of them?

19.04.2022, 15.39

Answer

3 _____

First of all, if you are using the Internet as a source of health information, please stop it because it is full of misinformation. The experts also cannot give you direct medical care in this forum. However, washing your skin is the most important step in preventing acne. You can use over-the-counter cleansers with salicylic acid. It can help reduce acne and dry pimples, but make sure to apply a moisturizer afterwards. Have you ever visited a dermatologist to talk about your problem? I would suggest you see a dermatologist for the best treatment for you.

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8B BEING OUT OF SORTS

Reading

a Ask students to match the correct specialists to the given health problems. Remind them there is one extra phrase that they do not need to use. Check the answers with the class.

Answer Key

1 *d*
2 *f*
3 *a*
4 *b*
5 *c*

TEACHER'S NOTES

TEACHER'S NOTES

b **Read the texts and write the correct specialist for each answer column.**

c **Read the texts again and choose the statement that best expresses the main idea.**

1 You can take medical advice and receive treatment for your medical problem from the website.
2 You must consult a doctor to take medical advice and receive suitable treatment for your health problems.
3 You had better visit a website before seeing a doctor.

d **Match the highlighted words in the texts to the definitions below. Then make sentences with them.**

1 _____ : the characteristics of living things passed from parents to children
2 _____ : false or inaccurate information
3 _____ : treatment for a disease or an injury
4 _____ : the condition of being unable to sleep over a period of time
5 _____ : available for purchase without a special note from a doctor
6 _____ : to give someone medicine or medical treatment
7 _____ : to make someone believe something false

e **Answer the following questions according to the texts.**

1 How long has Rockstar had a problem with his teeth?
_____
2 What factors can affect the colour of the teeth?
_____
3 When has the sleep problem become worse for Sleepless?
_____
4 How does blue light affect sleep quality?
_____
5 What problem has Angel had for about a year?
_____
6 What did the specialist warn her not to do?
_____

f **Work in pairs. Ask and answer questions about your recent health problems as in the example.**

e.g.

Have you ever experienced similar health problems? — *I've just had an acne problem.*

Have you seen a doctor yet? — *Yes, I've visited a dermatologist.*

What have you done for the treatment? — *I've used a serum and cream for a few months.*

g **Imagine you have had a health problem for two months. Write to *Ask an Expert* and ask for help on the website. Then share your problem with your classmates to get appropriate advice.**

GAME TIME

Bingo

- Take the bingo card from your teacher.
- Walk around the class and ask "Have you ever...?" questions to your classmates using the phrases on the card.
- Write the names of the friends that say "Yes, I have." in the spaces provided.
- Shout "Bingo!" when you form a horizontal, vertical, or diagonal line of four names.
- Make four sentences using the information in the circles.
- The one who makes correct sentences wins the round.

b Have students read the texts and write the correct specialist for each answer column. Check the answers with the class.

Answer Key

1 *Dentist*

2 *Sleep specialist*

3 *Dermatologist*

c Explain that students will read the texts again and choose the statement that best expresses the main idea. Check the answer with the class. This activity enables students to find the main idea of a text about health problems/emergency situations that have happened recently.

Answer Key

2 *You must consult a doctor to take medical advice and receive suitable treatment for your health problems.*

d Ask students to match the highlighted words in the texts to the given definitions. Then remind them that they will make sentences using the highlighted words. Check the answers with the class.

Answer Key

1 *genetic*

2 *misinformation*

3 *remedy*

4 *insomnia*

5 *over-the-counter*

6 *prescribe*

7 *trick*

TEACHER'S NOTES

e Have students answer the given questions according to the texts. Check the answers with the class.

Answer Key

1 *Since he was a little child.*

2 *Eating habits, using antibiotics, or genetic factors can affect the colour of the teeth.*

3 *In the past three months.*

4 *It negatively affects sleep quality at night because it tricks your brain into thinking it is daytime.*

5 *She has had problems with acne and pimples on her cheeks and chin.*

6 *The specialist warned her not to use the Internet as a source of health information.*

f Ask students to work in pairs. Explain that they will ask and answer questions about their recent health problems as in the example.

g Explain that students will imagine they have had a health problem for two months. Ask them to write to *Ask an Expert*. Remind them that they will first identify their problem, and then ask for help on the website. When they have completed the task, encourage them to share their problem with their classmates to get appropriate advice.

TEACHER'S NOTES

b **Read the texts and write the correct specialist for each answer column.**

c **Read the texts again and choose the statement that best expresses the main idea.**

1 You can take medical advice and receive treatment for your medical problem from the website.
2 You must consult a doctor to take medical advice and receive suitable treatment for your health problems.
3 You had better visit a website before seeing a doctor.

d **Match the highlighted words in the texts to the definitions below. Then make sentences with them.**

1 _____ : the characteristics of living things passed from parents to children
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3 _____ : treatment for a disease or an injury
4 _____ : the condition of being unable to sleep over a period of time
5 _____ : available for purchase without a special note from a doctor
6 _____ : to give someone medicine or medical treatment
7 _____ : to make someone believe something false

e **Answer the following questions according to the texts.**

1 How long has Rockstar had a problem with his teeth?
_____
2 What factors can affect the colour of the teeth?
_____
3 When has the sleep problem become worse for Sleepless?
_____
4 How does blue light affect sleep quality?
_____
5 What problem has Angel had for about a year?
_____
6 What did the specialist warn her not to do?
_____

f **Work in pairs. Ask and answer questions about your recent health problems as in the example.**

e.g.

Have you ever experienced similar health problems? — *I've just had an acne problem.*

Have you seen a doctor yet? — *Yes, I've visited a dermatologist.*

What have you done for the treatment? — *I've used a serum and cream for a few months.*

g **Imagine you have had a health problem for two months. Write to *Ask an Expert* and ask for help on the website. Then share your problem with your classmates to get appropriate advice.**

GAME TIME

Bingo

- Take the bingo card from your teacher.
- Walk around the class and ask "Have you ever...?" questions to your classmates using the phrases on the card.
- Write the names of the friends that say "Yes, I have." in the spaces provided.
- Shout "Bingo!" when you form a horizontal, vertical, or diagonal line of four names.
- Make four sentences using the information in the circles.
- The one who makes correct sentences wins the round.

Game Time

Bingo

This activity aims to help students to practise past participles of regular and irregular verbs. It also helps them to ask "Have you ever...?" questions and talk about their experiences.

Materials and Preparation

Print and cut up the bingo card on page 313.

Procedure

1. Tell students that they are going to play a bingo game and hand out each student a bingo card.
2. Explain that they are going to ask "Have you ever...?" questions by changing each verb on their cards into its past participle form. For example, if the phrase is "lose anything important", the student will ask, "Have you ever lost anything important?" You may hang an irregular verb list poster on the classroom wall to help with learning. Remind them that they may use the verb list on the wall when needed.
3. Have students walk around the class and ask their classmates "Have you ever...?" questions. Explain that when a classmate answers "Yes, I have.", the student writes their name in the space provided under each phrase in each circle and then moves on to speak to another student. If a classmate answers "No, I haven't.", the student asks a different question or goes on to speak to someone else. The first student to write four names in a row in any direction (horizontally, vertically, or diagonally) shouts, "Bingo!" Then s/he makes four present perfect sentences using the information in the circles, e.g. "Selin has lost her mobile phone." The student wins the round if s/he makes correct sentences.
4. Continue the game until they have completed the entire bingo card.
5. When the game is over, ask follow-up questions to the students whose names were written on the cards to get more information about their experiences, e.g. "When did it happen?"

Answer Key

Have you ever lost anything important or valuable?

Have you ever gone camping in a tent?

Have you ever played an instrument?

Have you ever written a letter to anyone?

Have you ever had an X-ray?

Have you ever met a famous person?

Have you ever eaten sushi?

Have you ever travelled by plane?

Have you ever sung in front of your friends or other people?

Have you ever swum in a river?

Have you ever been to another city?

Have you ever cooked a meal for someone?

Have you ever got lost in a city, town, or the countryside?

Have you ever helped someone in need?

Have you ever climbed a tree and couldn't get down?

Have you ever won a contest or received a prize?

TEACHER'S NOTES

8C WHAT'S YOUR EMERGENCY?

Listening

a **Talk about the following questions with your classmates.**

1 Have you ever witnessed an accident? What was it?

2 What should you do first in an emergency?

b **Write the following emergencies under each photo. One is extra.**

cuts | snake bites | burns | drowning | road traffic accidents | falls from height | choking

c **Listen to the audio and answer the following questions.** Track 8.2

1 Why did Julia call the emergency services?

2 Is her dad conscious or unconscious?

3 What is the problem with his leg?

4 When did the accident happen?

5 What did she place on the wound to stop bleeding?

d **Work in pairs. Role-play an emergency call. Choose one of the situations from *Exercise b*. Use the following questions in your dialogue.**

- What is your emergency?
- What is your location?
- What is your name?
- Can you tell me what happened?
- Has anybody been hurt?
- When did this happen?
- Is s/he conscious and breathing?

8C WHAT'S YOUR EMERGENCY?

Listening

a Ask students to talk about the given questions with their classmates. Let them share their opinions with the class.

Answer Key

1 *Students' own answers*

2 *Students' own answers*

b Explain that students will write the emergencies under each photo. Remind them there is one extra word/phrase that they do not need to use. Check the answers with the class.

Answer Key

1 *burns*

2 *cuts*

3 *falls from height*

4 *snake bites*

5 *road traffic accidents*

6 *drowning*

c Have students listen to the audio and answer the given questions. Check the answers with the class. Track 8.2

Answer Key

1 *Because her dad has fallen off the ladder.*

2 *He is conscious.*

3 *It is bleeding.*

4 *10 minutes ago.*

5 *She placed a clean cloth on the wound.*

Audio Script 8.2

Listen to the audio and answer the following questions.

Operator: Emergency services. What's your emergency?

Caller: I need an ambulance. My dad has fallen off the ladder.

Operator: What's your address?

Caller: It's 432 Main Street. Please, hurry. He doesn't look good.

Operator: What's your name?

Caller: Julia Mill.

Operator: Julia, the ambulance is on the way. Calm down and stay on the line.

Caller: OK.

Operator: Is your dad conscious?

Caller: Yes, but he's in pain, and his leg is bleeding.

Operator: Can you tell me what happened?

Caller: He was trimming the branches in our garden. Then he slipped and fell off the ladder.

Operator: When did this happen?

Caller: 10 minutes ago.

Operator: Tell your father that help is on the way, and he mustn't move until the help arrives.

Caller: OK.

Operator: Julia, is there a sterile bandage or a clean cloth?

Caller: Yes, there is a clean cloth.

Operator: All right. Place it on the wound and apply pressure until the bleeding stops.

Caller: OK. I can do that.

Operator: Good. I hope everything will turn out well.

Caller: Thank you.

d Ask students to work in pairs and role-play a similar conversation between a caller and an emergency services operator. Let them choose one of the situations from *Exercise b* and think about its details. When they have completed the task, ask them to swap roles. Remind them to use the given questions in their dialogues. This activity enables students to ask for help from the emergency services in areas of immediate need.

Speaking

a **Take the quiz below and test your knowledge about emergencies. Then check your result.**

1 The telephone number for all emergency services in Türkiye is 112.
A True **B** False

2 An adult's average resting pulse rate should be 100–120 beats per minute.
A True **B** False

3 When you get a nosebleed, you should sit with your head backwards and nose pinched.
A True **B** False

4 When an animal bites you, wash the wound thoroughly with soap and water and apply an antibiotic cream.
A True **B** False

5 First-degree burns are the most serious and require immediate medical attention.
A True **B** False

6 The first thing to do when caring for an electrical injury is to turn off the source of electricity.
A True **B** False

7 You must cut the wound and suck out the poison in case of a snake bite.
A True **B** False

8 You must use ice or iced water to cool the burn.
A True **B** False

9 The best way to clean a minor cut or wound is with cool running water.
A True **B** False

10 When someone else faints, raise the person's legs above heart level.
A True **B** False

Answer Key: 1A 2B 3B 4A 5B 6A 7B 8B 9A 10A

Results:

You got 0–4 out of 10:
Recheck your basic first-aid knowledge and take the quiz again.

You got 5–10 out of 10:
Congratulations! You are aware of the importance of first-aid knowledge in saving lives.

b **Share your result with your classmates. Then discuss the aims and importance of first aid.**

c **Work in pairs. Tick (✔) the things you should keep in a first-aid kit.**

- ☐ plasters
- ☐ bandages
- ☐ aspirin
- ☐ cough syrup
- ☐ scissors
- ☐ a thermometer
- ☐ tweezers
- ☐ antibiotics
- ☐ antibacterial cream
- ☐ single-use gloves

d **Work in pairs. Imagine that you have cut your finger and do not know how to treat the wound. Call someone to help you with the first-aid treatment. Use the role cards and role-play the scenario.**

Student A
Explain the situation and ask for help.
Give answers to the questions.

Student B
Help him/her to calm down.
Ask questions about the wound.
Use the following photos as a clue for the treatment.

Did you know

According to research findings, few people know what to do in an emergency. However, giving proper first aid as soon as possible can help a person get well faster and prevent the condition from getting worse.

Search for some basic first-aid techniques that can save lives until medical help arrives. Take notes and share them with the class.

Speaking

a Encourage students to take the quiz and test their knowledge about emergencies. When they have completed the task, ask them to check their results.

Answer Key

1 *A*
2 *B*
3 *B*
4 *A*
5 *B*
6 *A*
7 *B*
8 *B*
9 *A*
10 *A*

b Have students share their results with their classmates. Then encourage them to discuss the aims and importance of first aid.

c Ask students to work in pairs and tick the things that should be kept in a first-aid kit. Check the answers with the class.

Answer Key

plasters, scissors, tweezers, antibacterial cream, bandages, a thermometer, single-use gloves

d Ask students to work in pairs. Explain that they will imagine they have cut their finger and do not know how to treat the wound. They will call someone to help them with the first-aid treatment. Ask them to use the role cards and role-play the scenario.

Suggested Answers

First aid for minor cuts:

1 *Clean it with soap and water.*
2 *Apply pressure to the cut with a clean cloth or bandage for a few minutes to stop the bleeding.*
3 *Use antibacterial or antibiotic cream.*
4 *Cover the area with a bandage and plaster.*

Did you know?

Ask students to read the information in the box. Then have them search the Net to learn about some basic first-aid techniques that can save lives until medical help arrives. Remind them to take notes and share them with their classmates. If there is no stable connection available, you can set this part as homework.

Answer Key

Students' own answers

TEACHER'S NOTES

8D PREVENTION IS THE CURE!

Writing

a **Match the sentences to the pictures below. One is extra.**

a Wear a face mask.
b Avoid contact with others.
c Wash your hands properly with soap and water.
d Cover your mouth and nose with a tissue when you cough or sneeze.
e Do not touch your eyes, nose, and mouth with dirty hands.

b **Skim the leaflet and circle the main idea.**

1 You can do nothing to protect yourself from the flu.
2 You can protect yourself and others from the flu by following a few simple steps.
3 The only thing you can do to protect yourself from the flu is to stay at home.

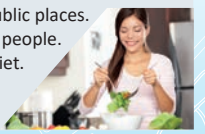
Do Not Let the Influenza (the Flu) Catch You!

Know the most common symptoms:

- Muscle or body aches
- Fever (38°C or above)
- Runny or stuffy nose
- Sore throat
- Headache
- Cough

How to protect yourself from the flu:

- Wash your hands often and for at least 20 seconds.
- Wear a protective mask in public places.
- Avoid close contact with sick people.
- Eat a balanced and healthy diet.
- Get a flu vaccine each year.
- Get enough sleep.



When you have any of these symptoms:

- Stay at home and rest.
- Do not visit public areas or use public transportation to prevent spreading your illness to others.

Seek emergency medical care if you have:

- Shortness of breath or difficulty in breathing
- Pain or pressure in the chest

c **Tick (✔) the information mentioned in the leaflet.**

1 ☐ how to prevent the flu
2 ☐ high-risk groups
3 ☐ common symptoms of the flu
4 ☐ how the virus spreads
5 ☐ responsibilities for not making others sick
6 ☐ when to seek medical care
7 ☐ how to recover from the flu

d **Work in pairs. Discuss how people should act when they are sick to stop the spread of infections and viruses to others as in the example.**

e.g. *They should not touch common objects with dirty hands.*
They had better stay at home and rest when they are sick.
They must cover their mouth and nose with a mask when on public transport, at school, or at work.

e **Work in groups. Prepare a poster or a leaflet about safety and health at school, home, or work as in *Exercise b*. Choose one of the topics below.**

- How to get ready for natural disasters at school/home/work
- How to deal with emergencies such as falls, cuts, etc. at school/home/work

8D PREVENTION IS THE CURE!

Writing

a Have students match the sentences to the pictures. Remind them there is one extra sentence that they do not need to use. Check the answers with the class.

Answer Key

1 *a*
2 *c*
3 *d*
4 *e*

b Ask students to skim the leaflet and circle the correct statement that best expresses its main idea. Check the answer with the class.

Answer Key

2 *You can protect yourself and others from the flu by following a few simple steps.*

c Tell students that they will tick the information mentioned in the leaflet. Check the answers with the class.

Answer Key

1, 3, 5, 6

d Explain that students will work in pairs to discuss how people should act when they are sick to stop the spread of infections and viruses to others as in the example. Remind students to use *should*, *should not*, *must*, *must not*, *have to*, or *cannot* in their sentences. This activity enables students to express obligations, responsibilities, and prohibitions in social life.

e Have students work in groups. Ask them to prepare a poster or a leaflet about safety and health at school, home, or work as in *Exercise b*. Let them choose one of the topics given. This activity enables students to prepare posters/leaflets/brochures about safety and health at work.

TEACHER'S NOTES

Pronunciation

a **Listen and practise the intonation in each sentence.**
Track 8.3

1 Where is the nearest **hospital**? ↘
Is there a hospital near **here**? ↗
2 Have you eaten **anything**? ↗
What did you eat for **breakfast**? ↘
3 What are your **symptoms**? ↘
Have you got any **symptoms**? ↗
4 Who's the new **doctor**? ↘
Is she the new **doctor**? ↗
5 Have you got a **cough**? ↗
How long did your cough last after the **flu**? ↘

b **Read out the sentences. Put an upward arrow (↗) for rising intonation and a downward arrow (↘) for falling intonation.**

1 How do you feel **today**? ☐
2 Do you have a **fever**? ☐
3 Do you feel better **today**? ☐
4 What's the **matter**? ☐
5 When did the symptoms **start**? ☐
6 Is everything **okay**? ☐
7 Who are you waiting **for**? ☐
8 Did you take any medical **treatment**? ☐
9 Are you **thirsty**? ☐
10 How can I help **you**? ☐

c **Listen to the audio and check your answers in *Exercise b*.**
Track 8.4

d **Make sentences as in *Exercise b*. Practise the sentences you have written.**

e- portfolio

Work in groups of four. Search the Net and prepare a slide presentation on how to prevent accidents and injuries on the road. Distribute tasks among group members. Then present it to your classmates. Your presentation should include...

- visuals to clarify your message.
- information about the percentage of accidents that happen on the road.
- the ways to prevent accidents.
- basic first-aid techniques in case of an emergency.

Self-assessment

	Fair	Good	Great
I can identify the expressions about health problems while listening.	☐	☐	☐
I can ask for help from the emergency services.	☐	☐	☐
I can ask for and give advice about health problems.	☐	☐	☐
I can talk about obligations, responsibilities, and prohibitions in social life.	☐	☐	☐
I can find the main idea of a text about health problems/emergencies.	☐	☐	☐
I can prepare posters/leaflets/brochures about safety and health.	☐	☐	☐

Pronunciation

a Before doing the activity, explain to students that intonation describes how the voice rises and falls in speech, and there are two basic intonation patterns: rising and falling. Whereas falling intonation describes how the voice falls on the final stressed syllable of a phrase or a group of words and is very common in wh-questions, rising intonation describes how the voice rises at the end of a sentence and is common in yes-no questions. Then ask them to listen to the audio and practise the intonation in each sentence. Replay the audio if necessary.
Track 8.3

Audio Script 8.3

Listen and practise the intonation in each sentence.

1 Where is the nearest **hospital**?
Is there a hospital near **here**?

2 Have you eaten **anything**?
What did you eat for **breakfast**?

3 What are your **symptoms**?
Have you got any **symptoms**?

4 Who's the new **doctor**?
Is she the new **doctor**?

5 Have you got a **cough**?
How long did your cough last after the **flu**?

TEACHER'S NOTES

b Ask students to read out the sentences. Remind them to put an upward arrow (↗) for rising intonation and a downward arrow (↘) for falling intonation. This activity enables students to notice sentence intonation.

Answer Key

1 *How do you feel **today**?* ↘
2 *Do you have a **fever**?* ↗
3 *Do you feel better **today**?* ↗
4 *What's the **matter**?* ↘
5 *When did the symptoms **start**?* ↘
6 *Is everything **okay**?* ↗
7 *Who are you waiting **for**?* ↘
8 *Did you take any medical **treatment**?* ↗
9 *Are you **thirsty**?* ↗
10 *How can I help **you**?* ↘

c Have students listen to the audio and check their answers in *Exercise b*. Track 8.4

Audio Script 8.4

Listen to the audio and check your answers in Exercise b.

1 How do you feel today?
2 Do you have a fever?
3 Do you feel better today?
4 What's the matter?
5 When did the symptoms start?
6 Is everything okay?
7 Who are you waiting for?
8 Did you take any medical treatment?
9 Are you thirsty?
10 How can I help you?

Pronunciation

a **Listen and practise the intonation in each sentence.**
Track 8.3

1 Where is the nearest **hospital**? ↘
Is there a hospital near **here**? ↗
2 Have you eaten **anything**? ↗
What did you eat for **breakfast**? ↘
3 What are your **symptoms**? ↘
Have you got any **symptoms**? ↗
4 Who's the new **doctor**? ↘
Is she the new **doctor**? ↗
5 Have you got a **cough**? ↗
How long did your cough last after the **flu**? ↘

b **Read out the sentences. Put an upward arrow (↗) for rising intonation and a downward arrow (↘) for falling intonation.**

1 How do you feel **today**? ☐
2 Do you have a **fever**? ☐
3 Do you feel better **today**? ☐
4 What's the **matter**? ☐
5 When did the symptoms **start**? ☐
6 Is everything **okay**? ☐
7 Who are you waiting **for**? ☐
8 Did you take any medical **treatment**? ☐
9 Are you **thirsty**? ☐
10 How can I help **you**? ☐

c **Listen to the audio and check your answers in *Exercise b*.**
Track 8.4

d **Make sentences as in *Exercise b*. Practise the sentences you have written.**

e- portfolio

Work in groups of four. Search the Net and prepare a slide presentation on how to prevent accidents and injuries on the road. Distribute tasks among group members. Then present it to your classmates. Your presentation should include...

- visuals to clarify your message.
- information about the percentage of accidents that happen on the road.
- the ways to prevent accidents.
- basic first-aid techniques in case of an emergency.

Self-assessment

	Fair	Good	Great
I can identify the expressions about health problems while listening.	☐	☐	☐
I can ask for help from the emergency services.	☐	☐	☐
I can ask for and give advice about health problems.	☐	☐	☐
I can talk about obligations, responsibilities, and prohibitions in social life.	☐	☐	☐
I can find the main idea of a text about health problems/emergencies.	☐	☐	☐
I can prepare posters/leaflets/brochures about safety and health.	☐	☐	☐

d Ask students to make sentences as in *Exercise b*. When they have completed the task, ask them to practise the sentences they have written.

ⓔ-portfolio

Ask students to work in groups of four. Tell them to search the Net and prepare a slide presentation on how to prevent accidents and injuries on the road. Remind them that their presentation should include visuals to clarify their message and information about the percentage of accidents that happen on the road. They are also expected to offer suggestions to prevent accidents. Explain that they will distribute tasks among group members. Remind students that they are supposed to upload their tasks to the portfolio section on https://www.eba.gov.tr/. Then let them present their tasks to the class.

Self-assessment

Ask students to think of each criterion comprehensively and then to tick the options for themselves. If they need some help with the theme, retell the topic and give some extra examples, practices, activities, etc.

TEACHER'S NOTES

TEACHER'S NOTES

8A HEALTH IS BETTER THAN WEALTH

a **Listen to the audio and complete the missing parts of the dialogue.**

WB Track 8.1

Doctor: Good evening. How can I help you?

Patient: Good evening, doctor. There's a terrible _____ **(1)** in my arm.

Doctor: What seems to be the _____ **(2)**?

Patient: Well, I slipped on the icy ground and fell onto my left arm.

Doctor: I see. Do you have any other _____ **(3)**?

Patient: No, just my arm.

Doctor: Okay, let me see. Where do you _____ **(4)** pain?

Patient: Ahhh! Right there. It _____ **(5)**.

Doctor: We should take an X-ray of your arm to see what's wrong with it.

Patient: All right.

Doctor: Well, it looks like you've got a _____ **(6)**.

Patient: Oh, no!

Doctor: I'll put a splint on it, and you must wear it for about 4–6 weeks. I'll also _____ **(7)** you some _____ **(8)** for your pain.

Patient: Thank you.

b **Match the health problems to the following advice. One is extra.**

a a broken leg
b a fever
c a toothache
d a headache
e a backache

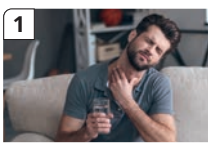
1 ☐ You ought to drink plenty of water. You should also rest in a dark and quiet room and apply a cold pack to your forehead.

2 ☐ You must not lift heavy things. You should do exercises to make your muscles stronger and keep moving. You must see a doctor if the pain continues after a few weeks.

3 ☐ You must not move it. You had better remove clothes from the injured area, apply an ice pack wrapped in a towel, and rest until help arrives.

4 ☐ You should drink plenty of water and take a warm shower. You must see a doctor when the body temperature is higher than 39°C.

c **Write the health problems under each photo.**

1 

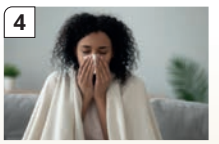
_____

2

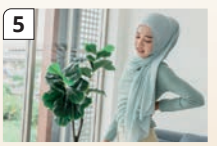
_____

3

_____

4 

_____

5 

_____

d **Write advice for each health problem in *Exercise c*.**

1 _____
2 _____
3 _____
4 _____
5 _____

WORKBOOK ANSWER KEY

8A HEALTH IS BETTER THAN WEALTH

a

1 *pain*
2 *problem*
3 *injuries*
4 *feel*
5 *hurts*
6 *broken finger*
7 *prescribe*
8 *medicine*

b

1 *d*
2 *e*
3 *a*
4 *b*

c

1 *a sore throat*
2 *a headache*
3 *a stomach ache*
4 *the flu*
5 *a backache*

d

Students' own answers

TEACHER'S NOTES

WB Audio Script 8.1

Listen to the audio and complete the missing parts of the dialogue.

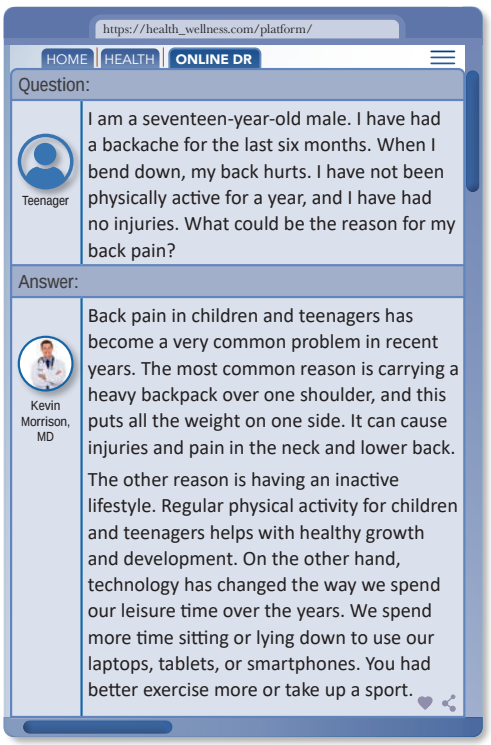
Doctor: Good evening. How can I help you?
Patient: Good evening, doctor. There's a terrible pain in my arm.
Doctor: What seems to be the problem?
Patient: Well, I slipped on the icy ground and fell onto my left arm.
Doctor: I see. Do you have any other injuries?
Patient: No, just my arm.
Doctor: Okay, let me see. Where do you feel pain?
Patient: Ahhh! Right there. It hurts.
Doctor: We should take an X-ray of your arm to see what's wrong with it.
Patient: All right.
Doctor: Well, it looks like you've got a broken finger.
Patient: Oh, no!
Doctor: I'll put a splint on it, and you must wear it for about 4–6 weeks. I'll also prescribe you some medicine for your pain.
Patient: Thank you.

TEACHER'S NOTES

8B BEING OUT OF SORTS

a **Skim the text below and circle the main idea of it.**

1. Too much exercise can cause some health problems.
2. Technology has changed the way we interact with our family and friends.
3. Back pain has become a common problem among teenagers because they have an inactive lifestyle.



b **Read the texts and write True (T) or False (F) for the statements below. Correct the false ones.**

1. The teenager has had back pain for six months. ____
2. He injured his back during exercise a year ago. ____
3. To prevent pain, you should not wear your backpack over one shoulder. ____
4. Technology has a positive effect on a child's or teenager's development. ____

c **Complete the sentences with *since* or *for*.**

1. We have known Sarah _____ a long time.
2. I have had a headache _____ I got up.
3. Mark has been in hospital _____ Wednesday.
4. He has been in Italy _____ the last two weeks.

d **Put the words in the correct order to make meaningful sentences.**

1. ever / you / been / Italy / have / to / ?
   _____
2. yet / not / the / has / ambulance / arrived /.
   _____
3. yet / done / you / homework / have / your / ?
   _____
4. just / train / station / has / the / left / the /.
   _____

e **Complete the sentences with the words below.**

misinformation **over-the-counter** **trick** **insomnia** **genetic** **remedy** **prescribe**

1. _____ factors play an important role in determining how we look.
2. Chicken soup is the best _____ when you have got a cold.
3. _____ is a common sleep disorder that can make it hard to fall asleep.
4. Only a doctor can _____ you medicine. Never use someone else's medications.
5. Optical illusions can _____ our eyes and brain into seeing something that is not really there.
6. You can buy a(n) _____ saltwater spray for your stuffy nose.
7. Fake news and _____ travel faster than real news on social media.

8B BEING OUT OF SORTS

a

3 *Back pain has become a common problem among teenagers because they have an inactive lifestyle.*

b

1 *T*

2 *F – He didn't injure himself/his back during exercise.*

3 *T*

4 *F – Regular physical activity has a positive effect on a child's or teenager's development.*

c

1 *for*

2 *since*

3 *since*

4 *for*

d

1 *Have you ever been to Italy?*

2 *The ambulance has not arrived yet.*

3 *Have you done your homework yet?*

4 *The train has just left the station.*

e

1 *Genetic*

2 *remedy*

3 *Insomnia*

4 *prescribe*

5 *trick*

6 *over-the-counter*

7 *misinformation*

TEACHER'S NOTES

8C WHAT'S YOUR EMERGENCY?

a **Put the sentences in order to make a meaningful conversation. Then listen to the audio and check your answers.** WB Track 8.2

- ☐ Caller: Jeffery Johns.
- 1 Operator: What's your emergency?
- ☐ Operator: OK, thank you.
- ☐ Caller: I'd like to report an accident.
- ☐ Operator: What's your name?
- ☐ Caller: I'm on Green Road near the Chinese restaurant.
- ☐ Operator: OK, Mr Johns. Can you tell me what happened?
- ☐ Caller: One of the drivers has been trapped in the car, and she's unconscious. The other driver is conscious, and he seems to have minor injuries. We need an ambulance right away.
- ☐ Caller: Yes, she is.
- ☐ Caller: There's been a car accident.
- ☐ Operator: Where are you now?
- ☐ Operator: Is anyone hurt?
- ☐ Caller: Yes, you can.
- ☐ Operator: Is the woman breathing?
- ☐ Operator: The ambulance is on the way, and it'll be there very soon. Can we contact you on this number?

b **Read the dialogue and write True (T) or False (F) for the statements below. Correct the false ones.**

1 There has been a car accident on Green Road. ____
2 Three drivers have been injured in a car accident. ____
3 The caller has also been injured in the accident. ____
4 The woman cannot get out of the car. ____
5 The man has been injured badly. ____

c **Write a dialogue between an emergency service operator and a caller asking for help in your notebooks. Use the information below.**

Caller	Emergency service operator
• A friend of yours has had an accident. • Call the emergency service and state your emergency. • Answer the operator's questions.	• Answer the call. • Ask for details of the emergency situation. • Help the caller to stay calm. • Inform the caller about what to do until medical help arrives.

d **Match the first-aid items to the photos below. One is extra.**

first-aid tape | a thermometer | bandages | scissors | tweezers | plasters | single-use gloves

1
2
3
4
5
6

8C WHAT'S YOUR EMERGENCY?

a

(4) **Caller:** Jeffery Johns.

(1) **Operator:** What's your emergency?

(15) **Operator:** OK, thank you.

(2) **Caller:** I'd like to report an accident.

(3) **Operator:** What's your name?

(8) **Caller:** I'm on Green Road near the Chinese restaurant.

(5) **Operator:** OK, Mr Johns. Can you tell me what happened?

(10) **Caller:** One of the drivers has been trapped in the car, and she's unconscious. The other driver is conscious, and he seems to have minor injuries. We need an ambulance right away.

(12) **Caller:** Yes, she is.

(6) **Caller:** There's been a car accident.

(7) **Operator:** Where are you now?

(9) **Operator:** Is anyone hurt?

(14) **Caller:** Yes, you can.

(11) **Operator:** Is the woman breathing?

(13) **Operator:** The ambulance is on the way, and it'll be there very soon. Can we contact you on this number?

b

1 *T*

2 *F – Two drivers have been injured in a car accident.*

3 *F – No, he has not been injured in the accident. He calls the emergency service for help.*

4 *T*

5 *F – He has minor injuries.*

d

1 *a thermometer*

2 *tweezers*

3 *plasters*

4 *single-use gloves*

5 *bandages*

6 *scissors*

WB Audio Script 8.2

Put the sentences in order to make a meaningful conversation. Then listen to the audio and check your answers.

Operator: What's your emergency?

Caller: I'd like to report an accident.

Operator: What's your name?

Caller: Jeffery Johns.

Operator: OK, Mr Johns. Can you tell me what happened?

Caller: There's been a car accident.

Operator: Where are you now?

Caller: I'm on Green Road near the Chinese restaurant.

Operator: Is anyone hurt?

Caller: One of the drivers has been trapped in the car, and she's unconscious. The other driver is conscious, and he seems to have minor injuries. We need an ambulance right away.

Operator: Is the woman breathing?

Caller: Yes, she is.

Operator: The ambulance is on the way, and it'll be there very soon. Can we contact you on this number?

Caller: Yes, you can.

Operator: OK, thank you.

8D PREVENTION IS THE CURE!

a **Write the following words/phrases in the correct places to give the meaning of each symbol on the leaflet.**

Safe condition | Obey | Stop | Risk of danger

Warning Symbols and Meanings

Shape and Colour	Meaning
	1 _____ It means you mustn't do it.
	2 _____ It means you have to/must do it.
	3 _____ It warns about a dangerous condition. It means you should be careful about it.
	4 _____ It shows the safe ways that you can follow.

b **Use the information on the leaflet above and write sentences for each warning sign as in the example.**

e.g.

You can use this exit in case of emergencies.

1

_____
_____

2
_____
_____

3
_____
_____

c **Imagine that you are preparing a poster or leaflet about workplace or road safety. Create a motto to raise public awareness about the topic.**

_____
_____

d **Write what you *can, should, must* do and *cannot, should not, must not* do while on public transportation or in a public place as in the example.**

e.g. *You should not talk loudly on the phone and disturb others in public places.*

1 _____
2 _____
3 _____
4 _____

e **Take the survey and check if you have taken some basic precautions at home. Then search the Net and take notes on how to prevent home accidents.**

		Yes	No
1	You have a fire extinguisher at home, and you know how to use it.	☐	☐
2	In the kitchen, things that can catch fire easily like curtains, etc., are away from the cooker.	☐	☐
3	You have a first-aid kit containing the items that you will need.	☐	☐
4	You keep medicines in a locked box, cabinet, or out of the reach of children.	☐	☐
5	There is a bath mat near the shower so that you do not slip and get injured.	☐	☐

Assessment:

If you answered "Yes" to 3 or more statements, congratulations! Keep up the good work!

If you answered "Yes" to fewer than 3 statements, you need to learn more about accidents that can occur at home.

8D PREVENTION IS THE CURE!

a

1 *Stop*
2 *Obey*
3 *Risk of danger*
4 *Safe condition*

b

Suggested Answers

1 *You must/have to wear a safety helmet.*
2 *You must not use the lift in case of fire.*
3 *You should be careful not to slip on the wet floor.*

c

Suggested Answers

- *Stop! Think! Then act!*
- *Drive slower, live longer.*

d

Suggested Answers

1 *You cannot take photos in art galleries and some museums.*
2 *You mustn't leave your bag unattended in public places.*
3 *You have to wear your seatbelt on a plane.*
4 *You should always be polite to your seniors.*

TEACHER'S NOTES

TEACHER'S NOTES

9A HAVE A WHALE OF A TIME

Lead-in

Talk about the following questions with your classmates.

1 Have you ever joined or organized a party on a special day? Why/Why not?

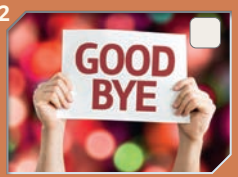
2 Would you like to go shopping to buy a gift for someone? Why/Why not?

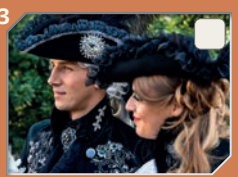
Listening

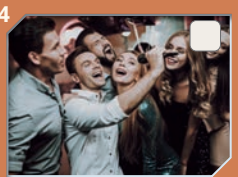
a **Match the party types to the photos. One is extra.**

a graduation party
b New Year's Eve party
c house-warming party
d garden party
e farewell party
f surprise party
g birthday party
h fancy-dress party
i karaoke party

1

2 

3 

4 

5

6

7

8

b **Listen to the audio and complete the missing parts of the dialogue.** Track 9.1

Easton: Hey, Cooper. It's Easton. What are you up to _____ **(1)**? I hope you're free.

Cooper: Not really. Why? What's going on?

Easton: My family and I are going to throw a _____ **(2)**.

Cooper: Oh, really? _____ **(3)** like fun.

Easton: I'd like you to be there. _____ **(4)** joining us?

Cooper: _____ **(5)**, I can't make it. I'm going to visit my grandparents with my family.

Easton: _____ **(6)**. I was hoping you would come. Maybe next time.

Cooper: I'll definitely try to make it the _____ **(7)**.

c **Work in pairs. Make a similar dialogue as in *Exercise b* for each situation given. Use the phrases below.**

1 Your friend is inviting you to his/her birthday on Sunday, but you already have plans for that day.

2 Your friend is inviting you to a fancy-dress party next Saturday, and you accept his/her invitation.

INVITING
- Would you like to...?
- How about...?
- Why don't you...?
- How do you fancy...?

ACCEPTING
- I'd love to, thanks.
- That sounds lovely, thank you.
- What a great idea, thank you.
- Sure. When should I be there?

REFUSING
- I'd love to, but...
- I wish I could, but...
- Sorry, I don't think I can make it.
- I'm so sorry; I can't make it.

d **Talk about which party you would like to join or throw the most with your classmates. Give reasons.**

THEME 9 INVITATIONS AND CELEBRATIONS

9A HAVE A WHALE OF A TIME

Lead-in

Ask students to talk about the questions given with their classmates. Tell them that they can take notes before speaking. Let them share their opinions with the class.

Answer Key

1 *Students' own answers*

2 *Students' own answers*

Listening

a Ask students to match the party types to the photos. Remind them that one of the party types is extra. Check the answers with the class.

Answer Key

1 *g*

2 *e*

3 *h*

4 *i*

5 *a*

6 *f*

7 *b*

8 *d*

b Ask students to read the dialogue that is a phone call before listening to the audio. Have them listen to the audio and complete the missing parts of the dialogue. Check the answers with the class. This activity enables students to fill in the missing parts in a dialogue about invitations and apologies on a phone call. Track 9.1

Answer Key

1 *this Sunday*

2 *garden party*

3 *That sounds*

4 *How about*

5 *I'm sorry*

6 *All right*

7 *next time*

Audio Script 9.1

Listen to the audio and complete the missing parts of the dialogue.

Easton: Hey, Cooper. It's Easton. What are you up to this Sunday? I hope you're free.

Cooper: Not really. Why? What's going on?

Easton: My family and I are going to throw a garden party.

Cooper: Oh, really? That sounds like fun.

Easton: I'd like you to be there. How about joining us?

Cooper: I'm sorry, I can't make it. I'm going to visit my grandparents with my family.

Easton: All right. I was hoping you would come. Maybe next time.

Cooper: I'll definitely try to make it the next time.

c Ask students to work in pairs and make a similar dialogue as in *Exercise b* for each situation given. Remind them that they are going to use the phrases given. Let them act out their dialogues.

d Have students talk about which party they would like to join or throw the most with their classmates. Tell them that they are going to give reasons while they are expressing their opinions.

TEACHER'S NOTES

Speaking

a **Talk about the following questions with your classmates.**

1 How do you usually ask people for a request, permission, or help to do something for you?

2 What kinds of preparations do you think people make before throwing a party?

b **Work in pairs. Ask and answer questions for each photo as in the example. Use the expressions below.**

- Would you mind...?
- Do you mind if I...?
- Will/Would/Can/Could you please...?
- Shall I...?

e.g. Tony asks Lucy to take his photo.

Tony: *Excuse me, sorry to bother you. Would you mind taking our photo?*

Lucy: *No problem, my pleasure. Smile, say cheese!*

1 Alice wants her mother to show her how to make cookies.

2 Lara asks her friends to decorate the room.

3 Melin asks her husband to prepare the shopping list together.

c **Work in groups. Read the conversation below and act it out.**

Edith: Hi, friends. Let's plan the surprise party for Jane. Hudson, can you prepare a guest list?

Hudson: Sorry, but I don't know the names of the others joining the party. Shall I make the shopping list instead?

Maize: OK, no problem. I'll prepare the guest list.

Hudson: What about the place? We haven't made a decision about it yet.

Maize: Mr Berry's café is big enough for us. Edith, would you mind calling him to book his café for that day?

Edith: OK. I'm calling him right now.

d **Work in groups. Imagine that you are hosting a party and giving the tasks on the to-do list below to your friends. Make a similar conversation as in *Exercise c*.**

To-do List

- Invite friends
- Decorate the place
- Make a shopping list
- Do the shopping
- Prepare food and drinks
- Order a cake

Idiom of the Day

Read the dialogue and answer the following question.

River: Hi, Tyler. Can you do me a favour?
Tyler: Sure, what's the problem?
River: Tonight I'm going to my uncle's birthday party. My bike is broken, so I need yours. Can I take it?
Tyler: **Be my guest.**
River: Thanks. You're a great friend!

When people ask for your permission to do something, do you immediately say "be my guest" without thinking? If no, when do you say "no" to people?

Speaking

a Ask students to talk about the questions given with their classmates. Tell them that they can take notes before speaking. Let them share their opinions with the class.

Answer Key

1 *Students' own answers*

2 *Students' own answers*

b Have students work in pairs. Tell them that they are going to ask and answer questions for each photo as in the example, using the expressions given. If they have problems with the target structures, explain the structures with examples. This activity enables students to make and respond to suggestions/requests.

Answer Key

Students' own answers

c Ask students to work in groups and read the conversation several times before acting it out. Tell them that they are not supposed to memorize all the sentences, they can sometimes complete their sentences spontaneously. Then let them act out the dialogue.

d Have students work in groups. Ask them to make a similar conversation as in *Exercise c*. While they are doing the activity, monitor them to see if they need help with the pronunciation of the words. Let them act out their conversations. This activity also enables students to make and respond to suggestions/requests.

TEACHER'S NOTES

Idiom of the Day

Tell students to read the dialogue and ask them what the meaning of the idiom could be. Have them infer the meaning from the dialogue. Then encourage them to share their opinions about the question. Ask them to talk about what can be done to enable our self-control. The meaning of the idiom is "to give somebody permission to do something that they have asked to do".

Answer Key

Students' own answers

TEACHER'S NOTES

9B LET'S GET TOGETHER

Reading

a **Talk about the following questions with your classmates.**

1 How do you usually celebrate special days in your country?

2 What kinds of preparations do people make for celebrations?

b **Scan the text and circle the topic that is <u>not</u> mentioned.**

1 The festival's date

2 The preparations before the festival

3 The types of meals

4 The activities during the festival

DIWALI: THE FESTIVAL OF LIGHTS

A Diwali, known as the festival of lights, is the biggest and most important festival in India. There are a lot of different reasons for celebrating it, and the reasons change from community to community in India. For some, it is a harvest or new year celebration, but it generally symbolizes the victory over darkness, good over evil, and knowledge over ignorance.

B Diwali takes place annually and lasts for five days. There is no exact date for the festival; it changes every year according to the position of the moon. It should be the darkest day of the new moon, so the celebration includes lights everywhere. It usually occurs between October and November. This year, Indians are going to celebrate it with great enthusiasm again.

C People are going to make some preparations before the festival. First, they are going to paint and clean their houses, offices, and public places. Then they are going to decorate these places, especially the inside and outside their homes, with flowers, special lights, and oil lamps called "diyas". They believe a clean, decorated, and bright home attracts wealth, prosperity, happiness, and positive energy, and it also makes the guests feel happy.

D The other step of the preparation is doing the shopping for the festival. The women are going to buy new clothes for each day of the celebration. They are going to buy jewellery or some metal things because they believe such objects bring prosperity. Indians are going to buy a lot of gifts for their beloved ones. They are also going to buy sweets or be busy preparing home-made sweets. It is customary for them to exchange gifts and sweets with family members, friends, or beloved ones.

E During the festival, family members are going to come together to have a special meal, eat sweets, and have joy. They are going to reunite to strengthen family ties and spread peace and happiness by exchanging love and gifts with each other. They are going to wish each other wisdom, health, wealth, peace, and prosperity once more this year.

c **Match the highlighted words in the text to the definitions. Then make sentences with them.**

1 _____ : a thing that you give to somebody, especially on a special occasion; a present

2 _____ : not knowing about something

3 _____ : to come together again after a period of separation

4 _____ : once a year; every year

5 _____ : the time when grain, fruit, or vegetables are ready to cut or pick

6 _____ : objects that people wear to decorate their fingers, ears, etc.

7 _____ : the state of being successful, especially in making money

9B LET'S GET TOGETHER

Reading

a Ask students to talk about the questions given with their classmates. Tell them that they can take notes before speaking. Let them share their opinions with the class.

Answer Key

1 *Students' own answers*

2 *Students' own answers*

b Have students scan the text and circle the topic that is not mentioned in the text. Check the answer with the class.

Answer Key

3 *The types of meals*

c Have students match the highlighted words in the text to the definitions. Tell them that they should make sentences with the words given. Check the answers with the class and let them share their sentences with the class.

Answer Key

1 *gift*

2 *ignorance*

3 *reunite*

4 *annually*

5 *harvest*

6 *jewellery*

7 *prosperity*

TEACHER'S NOTES

TEACHER'S NOTES

d **Read the text and answer the following questions.**

1 What does the Diwali festival mean for some?

_____

2 Why does the date of the festival change every year?

_____

3 What are people going to decorate their houses with?

_____

4 Why are people going to buy jewellery?

_____

5 How are people going to spread peace and happiness?

_____

6 What are people going to wish for?

_____

e **Read the text again. Find the supporting ideas for the main idea below in the paragraphs and write which paragraph(s) include(s) them.**

Main idea: For Indians, Diwali is an important festival to celebrate.

Supporting ideas:

1 The date of the festival: _____

2 The meaning of the festival: _____

3 The activities during the festival: _____

4 The description of the decoration for the festival: _____

5 The activities before the festival: _____

6 The reasons for celebrating the festival: _____

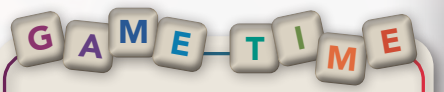
f **Imagine you are planning a celebration. Describe your plans and arrangements to your classmates as in the example.**

e.g. *I'm going to buy some gifts for my friends on Saturday.*
Tomorrow I'm inviting my friends.

g **Write a paragraph about the next festival in your country. Give answers to the following questions to support the main idea in your paragraph.**

1 Which festival are you going to celebrate?
2 How long is it going to last?
3 What kinds of preparations are you and your family members going to make?
4 What are you going to do during the festival?

h **Swap your paragraphs with your partner's. Check if s/he has given answers to the questions in *Exercise g*.**



Any Plans Tonight?

- Take the worksheet from your teacher.
- Walk around the class and ask and answer questions about your friends' plans for tonight.
- Make notes of the names of your friends who go to the places on the worksheet.
- The first student to find the two friends who are going out together tonight is the winner.

d Ask students to read the text and answer the questions. Check the answers with the class.

Answer Key

1 *It means a harvest or new year celebration.*
2 *Because of the position of the moon.*
3 *With flowers, special lights, and oil lamps.*
4 *They believe it is going to bring prosperity.*
5 *By exchanging love and gifts.*
6 *Wisdom, health, wealth, peace, and prosperity.*

e Ask students to read the text again and find the supporting ideas in the paragraphs and write which paragraph(s) include(s) them. Check the answers with the class. This activity enables students to find the supporting ideas in a text.

Answer Key

1 *B*
2 *A*
3 *E*
4 *C*
5 *C–D*
6 *A*

f Ask students to describe their plans and arrangements for the celebration they imagined as in the example. Let them share their sentences with the class. This activity enables students to describe future plans and arrangements.

g Ask students to write a paragraph about the topic in their notebooks. Remind them that they should give answers to the questions given to support the main idea in their paragraphs. This activity enables students to write a short paragraph about their future plans.

h Once students have finished writing their texts, remind them that they will check their own paragraphs for final control. Then ask them to swap their paragraphs with their partners' to check if they have given answers to the questions.

Game Time

Any Plans Tonight?

This activity aims to help students practise the *Present Continuous Tense* with its future meaning.

Materials and Preparation

Copy the first part of the worksheet on page 314 for each student, and then cut up the role cards; one role for each student.

Procedure

1 Put the class into two or three groups of 12 students. Make sure that the number of students can be divided into 12; if not, use the appropriate number of role cards, including the two same role cards.

2 Hand out one worksheet and one role card to students. Tell them that they are going to find out which two students in the group are going out together tonight. Remind them that what is written on the role card is what each of them has arranged to do tonight.

3 Ask them to walk around the class and ask and answer questions about where they are going or what they are doing tonight. Remind them that they are going to use wh-questions. For example, they ask, "What are you doing tonight?" or "Where are you going tonight?" and answer, "I'm having..." or "I'm going..." They fill in the worksheet with who is going to where.

4 The first student to complete the worksheet with their friends' names and find the two friends who are going out together tonight is the winner.

TEACHER'S NOTES

9C AT THE SHOPS

Listening

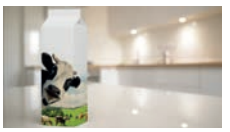
a **Choose the words/phrases from the two categories below and write them under the photos. One is extra in each category.**

Containers and Quantities	Food and Drinks
a bar of...	bananas
a bottle of...	beans
a box of...	bread
a bunch of...	butter
a carton of...	cereal
a tin of...	sugar
a dozen of...	chocolate
a jar of...	eggs
a loaf of...	jam
a packet of...	milk
a pot of...	oil

1 _____

6 _____

2 _____



7 _____

3 _____

8 _____

4 _____

9 _____

5 _____

10 _____

b **Listen to the audio and complete the questions taken from the dialogues.**

Track 9.2

Dialogue 1

1 Have _____ any salted butter?
2 Do you need _____?
3 Can I pay _____?

Dialogue 2

1 Can I _____?
2 _____ bottles would you like?
3 How much sugar do _____?
4 _____ are they?

Dialogue 3

1 _____ have a pot of yoghurt?
2 How would you like to pay; _____ credit card?
3 Do you want _____?

c **Listen to the audio again and tick (✔) the correct phrases.**

In Dialogue 1, the customer...

1 ☐ wants to buy salted butter.
2 ☐ buys just two packets.
3 ☐ pays €6.87.

In Dialogue 2, the customer...

4 ☐ wants to buy half a kilo of bananas.
5 ☐ does not have enough money to buy sugar.
6 ☐ pays in cash and gets £15.45 change.

In Dialogue 3, the customer...

7 ☐ buys a dozen of organic eggs.
8 ☐ also buys two jars of strawberry jam.
9 ☐ pays $28.90 in cash.

d **Work in pairs. Make a dialogue between a customer and an assistant using the stock inventory list and the shopping list below. Then act it out.**

Item	In Stock	Price
water	10 bottles	£0.80 (a bottle)
tuna	5 tins	£1.20 (a tin)
milk	2 cartons	£1.75 (a carton)
honey	1 jar	£3.50 (a jar)
pasta	0	£1.50 (a box)

- three tins of tuna
- two boxes of pasta
- a jar of honey
- three bottles of water
- four cartons of milk

9C AT THE SHOPS

Listening

a Ask students to match the given words/phrases from the two categories and write them under the photos. Remind them that one of the word/phrases is extra in each category. When they have finished the activity, check the answers with the class.

Answer Key

1 *a bunch of bananas*
2 *a dozen of eggs*
3 *a packet of butter*
4 *a box of cereal*
5 *a loaf of bread*
6 *a tin of beans*
7 *a carton of milk*
8 *a bar of chocolate*
9 *a jar of jam*
10 *a bottle of oil*

b Tell students that they will listen to three dialogues between customers and shop assistants. Ask them to read the questions first so that they can get an idea which phrases they are supposed to focus on while listening. Play the audio and ask them to listen and complete the questions taken from the dialogues. Then check the answers with the class. This activity enables students to recognize the most frequently used expressions related to shopping in a recorded text. Track 9.2

Answer Key

Dialogue 1	Dialogue 2	Dialogue 3
1 *you got*	**1** *help you*	**1** *Can I*
2 *anything else*	**2** *How many*	**2** *cash or*
3 *by card*	**3** *you want*	**3** *a bag*
	4 *How much*	

Audio Script 9.2

Listen to the audio and complete the questions taken from the dialogues.

Dialogue 1

Customer: Have you got any salted butter?
Assistant: Yes, we have. How many packets would you like?
Customer: Two, please.
Assistant: Sure, do you need anything else?
Customer: No, thanks.
Assistant: That's six euros and seventy-eight cents.
Customer: Can I pay by card?
Assistant: Of course, put your card in the machine. Here's your receipt. Have a good day.
Customer: Thanks, you too.

Dialogue 2

Assistant: Hello, can I help you?
Customer: Yes, I want to buy non-fat milk.
Assistant: How many bottles would you like?
Customer: Just one, please.
Assistant: Anything else?
Customer: I also want a bunch of bananas and some sugar.
Assistant: How much sugar do you want?
Customer: Half a kilo is enough.
Assistant: OK. Here you are.
Customer: How much are they?
Assistant: Four pounds and fifty-five pence, please.
Customer: I've only got twenty pounds.
Assistant: No problem. That's fifteen pounds and forty-five pence change.
Customer: Great, thanks.

9C AT THE SHOPS

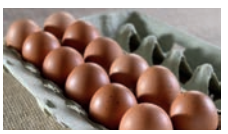
Listening

a **Choose the words/phrases from the two categories below and write them under the photos. One is extra in each category.**

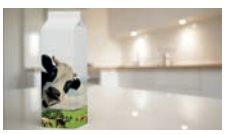
Containers and Quantities	Food and Drinks
a bar of...	bananas
a bottle of...	beans
a box of...	bread
a bunch of...	butter
a carton of...	cereal
a tin of...	sugar
a dozen of...	chocolate
a jar of...	eggs
a loaf of...	jam
a packet of...	milk
a pot of...	oil

1 _____

6 _____



2 _____



7 _____

3 _____

8 _____

4 _____

9 _____

5 _____

10 _____

b **Listen to the audio and complete the questions taken from the dialogues.**

Track 9.2

Dialogue 1

1 Have _____ any salted butter?
2 Do you need _____?
3 Can I pay _____?

Dialogue 2

1 Can I _____?
2 _____ bottles would you like?
3 How much sugar do _____?
4 _____ are they?

Dialogue 3

1 _____ have a pot of yoghurt?
2 How would you like to pay; _____ credit card?
3 Do you want _____?

c **Listen to the audio again and tick (✔) the correct phrases.**

In Dialogue 1, the customer...

1 ☐ wants to buy salted butter.
2 ☐ buys just two packets.
3 ☐ pays €6.87.

In Dialogue 2, the customer...

4 ☐ wants to buy half a kilo of bananas.
5 ☐ does not have enough money to buy sugar.
6 ☐ pays in cash and gets £15.45 change.

In Dialogue 3, the customer...

7 ☐ buys a dozen of organic eggs.
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d **Work in pairs. Make a dialogue between a customer and an assistant using the stock inventory list and the shopping list below. Then act it out.**

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honey	1 jar	£3.50 (a jar)
pasta	0	£1.50 (a box)

- three tins of tuna
- two boxes of pasta
- a jar of honey
- three bottles of water
- four cartons of milk

Dialogue 3

Customer: Have you got any organic eggs?

Assistant: Sorry, we haven't got any organic eggs, but we've got free-range ones in stock. Do you want some?

Customer: Yes, a dozen, please. Can I have a pot of yoghurt too?

Assistant: Here they are. Would you like anything else?

Customer: Let me check my shopping list. Oh, a bar of dark chocolate and two jars of strawberry jam, please.

Assistant: All right. That's twenty-eight dollars and ninety cents. How would you like to pay; cash or credit card?

Customer: I'll pay in cash.

Assistant: Here's your change. Do you want a bag?

Customer: No, it's fine, thanks. Bye.

Assistant: Goodbye.

TEACHER'S NOTES

c Before playing the audio again, ask students to read the given sentences. Tell them to find and tick the phrases that complete the sentences correctly. Remind them that they can tick more than one phrase. You may need to pre-teach students how sums of money are read in English:

₺12.99 = twelve liras and ninety-nine kurus

€13.95 = thirteen euros and ninety-five cents (the EU)

£107.11 = one hundred and seven pounds and eleven pence (the UK)

$64.82 = sixty-four dollars and eighty-two cents (the USA)

Start playing the audio and pause after each dialogue so that students can tick the sentences. Replay the audio if necessary. When they have finished the activity, check the answers with the class. This activity also enables students to recognize the most frequently used expressions related to shopping in a recorded text.

Answer Key

1 *2* *6* *8* *9*

d Have students work in pairs and ask them to make a dialogue between a customer and an assistant using the stock inventory list and the shopping list. Then ask them to act it out. While they are doing the activity, monitor and offer help when needed. This activity enables students to give and receive information about quantities, numbers, and prices in conversations about shopping.

TEACHER'S NOTES

Speaking

a **Work in groups. Talk about the following questions.**

1 Do you prefer going shopping for clothes with someone or alone? Why?

2 Do you prefer online or in-store shopping for clothes? Why?

b **Complete the dialogue with the sentences below.**

a Yes, it does, and I really like it.
b No, thanks. I've got my own.
c Just a minute. What size are you?
d Hello. Do you need any help?
e That's ₺92.75.

Assistant: _____ **(1)**
Customer: Yes, I'm looking for a dress for my sister's birthday party.
Assistant: OK. We have five different ones. How about this pink one?
Customer: Oh, it's too fancy for me. Do you have it in blue?
Assistant: _____ **(2)**
Customer: Small.
Assistant: Here you are. You can try it on; the fitting rooms are over there.
Customer: Thanks.

A few minutes later...

Assistant: What do you think? Does it fit?
Customer: _____ **(3)**
Assistant: Glad to hear that. Do you need anything else?
Customer: Yes, two pairs of no-show socks, please. How much is that?
Assistant: _____ **(4)**
Customer: Here you are.
Assistant: Thank you, and there's ₺7.25 change. Would you like a bag?
Customer: _____ **(5)**

c **Work in pairs. Use the role cards below and make similar dialogues as in *Exercise b*. One of you is the customer, and the other is the assistant. Then swap roles.**

Student A (Assistant)

You have blue, brown, and yellow sweatshirts, but the only yellow sweatshirt in stock is a small size. You have T-shirts in blue, orange, and purple; you have all sizes of T-shirts and trainers. The sweatshirts are €23.50, and the T-shirts are €17.90. The price of the trainers is €35–€50. You do not accept credit cards.

Student B (Customer)

You are looking for a yellow or brown cotton sweatshirt and a blue T-shirt, both of medium size. You also want to buy a pair of trainers, size 40. You have €100 cash and would like to pay by credit card. If you have to pay in cash, you can only spend €80 on shopping. You need the other €20 to get back home.

Did you know

Every year, we use five trillion plastic bags. That is 160,000 a second, and we can only recycle less than one per cent of them. On average, the usage time of a plastic shopping bag is just 12 minutes, but it takes up to a hundred years to degrade in nature. Unrecycled plastic bags end up in the ocean or soil, and this seriously harms our environment and ecosystem.

When you go shopping, do you take your own shopping bags? Why/Why not?

Search the Net to learn about how plastic bags harm nature and all living beings. Then share what you have learnt with your classmates in a few sentences.

Speaking

a Ask students to work in groups of three or four and talk about the given questions. Monitor and offer help when needed.

Answer Key

1 *Students' own answers*

2 *Students' own answers*

b Ask students to complete the dialogue with the given sentences. When they have finished the activity, elicit the answers.

Answer Key

1 *d*

2 *c*

3 *a*

4 *e*

5 *b*

c Put students in pairs and assign each of their roles (Student A—the assistant and Student B—the customer). Ask students to make a similar dialogue to the one in *Exercise b* by using the role cards given. When they have finished the activity, tell them to swap roles and start again. If there is time, you can ask students to swap partners for more variety. Monitor while walking around the classroom and help when necessary. This activity also enables students to give and receive information about quantities, numbers, and prices in conversations about shopping.

TEACHER'S NOTES

Did you know?

Ask students to read the information in the box and answer the questions afterwards. Then tell them to search the Net to learn about how plastic bags harm nature and all living things and ask them to write a few sentences. Allow 6–8 minutes, and then encourage students to share their sentences with their classmates. If there is no stable connection available, you can set this as homework.

Answer Key

Students' own answers

TEACHER'S NOTES

9D DELIGHTED TO HAVE YOU OVER

Writing

a **Work in groups. Talk about the following questions.**

1 What types of parties do you think are the most interesting? Why?

2 What occasions do you think are worth celebrating?

b **Read the invitations and match them to the parties below. One is extra.**

a birthday party b fancy-dress party c graduation party d house-warming party

1 ☐ *Benjamin,*

I am saying goodbye to college life next Friday evening, so I am throwing a party at about 8 in the evening. We are meeting in my dorm, and I want you to be there. How about joining us? If you can come, can you bring some orange juice or lemonade? Hope you can make it.

Cheers,

Stephen

2 ☐ Dear Hannah,

We are having a party on January 10th at 9 p.m. to celebrate Michael's getting one year older. We have hired the Great Hall at the Hotel Blossom in Belfast. There will be a buffet of food and drinks, so you do not need to bring anything. Please wear your formal dresses and let me know if you can make it by January 3rd.

I hope to see you and Jonas there.

Best,

Martha

New message

To willswift@bmail.co.uk

Subject PARTY!

3 ☐ Hi William,

Jade and I have unpacked all the boxes, put everything in place, and finally got ready to PARTY! Let's celebrate this happy event together next Sunday at 11 a.m. in our new flat. The food is on us; the drinks are on you, so please bring some.

I hope you can come.

See you soon,

Andrew

Send

c **Imagine you are throwing a garden party or a surprise party and write an invitation letter to a friend. Use the following guidelines.**

- Mention your reason(s) for throwing a party.
- Inform the guest of the date, time, and location of the party.
- Give the guest some extra information about the event.
- Let the guest know if you have a special request.

d **Work in pairs. Read your partner's letter and check if s/he has followed the guidelines.**

9D DELIGHTED TO HAVE YOU OVER

Writing

a Divide students into groups of three or four and ask them to talk about the given questions. Monitor and offer help when needed. Then let them share their opinions with the class.

Answer Key

1 *Students' own answers*

2 *Students' own answers*

b Ask students to read the invitations and match them to the parties given. Remind them that one of the events is extra. When they have finished the activity, elicit the answers.

Answer Key

1 *c*

2 *a*

3 *d*

c Ask students to imagine they are throwing a garden party or a surprise party and have them write an invitation letter to a friend. Remind them that they are supposed to follow the given guidelines while writing the letter. This activity enables students to write simple invitation letters.

d Put students in pairs and ask them to read their partner's letter to check if s/he has written it in line with the given guidelines in *Exercise c*.

TEACHER'S NOTES

TEACHER'S NOTES

Pronunciation

a **Listen and practise the phrases and sentences below.** Track 9.3

Normal Speech	
would you	/wʊd juː/
could you	/kʊd juː/

Connected Speech	
would you	/wʊdʒu/
could you	/kʊdʒu/

1 **Could you** speak a bit louder, please?
2 **Would you** like some tea or coffee?
3 **Could you** please help me with that?
4 **Would you** lend me some money?
5 **Would you** do the shopping for me?

b **Listen to the audio and complete the sentences below.** Track 9.4

1 _____ like to come with us?
2 _____ like to go to the party?
3 _____ write the invitation letters?
4 _____ mind giving me a lift?
5 _____ open the windows, please?
6 _____ please send me an email?

c **Write sentences as in *Exercise b*. Practise the sentences you have written.**

e-portfolio

Imagine you are going to organize a party. Design an electronic invitation card by using Web 2.0 tools and submit it to your teacher. Then send your invitation card to a classmate of yours and ask him/her to write a letter to let you know if s/he accepts or refuses your invitation.

Your invitation card should include...

- the name(s) of the host(s).
- the type of party.
- the request to attend the party.
- the date, time, and location.
- the dress code.
- the last day to confirm attendance (RSVP).

Self-assessment

	Fair	Good	Great
I can fill in the missing parts in a dialogue.			
I can understand expressions related to shopping in a recorded text.			
I can make and respond to suggestions/requests.			
I can describe future plans and arrangements.			
I can ask and answer about quantities, numbers, and prices while shopping.			
I can find the supporting ideas in a text.			
I can write simple invitation letters.			
I can write a short paragraph about my future plans.			

Pronunciation

a Tell students to listen to the audio and practise the given phrases and sentences. Tell them that they should pay attention to the phrases in bold. Remind them that when the /j/ sound is preceded by the /d/ sound, they are assimilated to the /ʤ/ to sound more fluent and natural. Replay the audio if necessary. This activity enables students to practise "yod coalescence" (Could you...? Would you...?). Track 9.3

Audio Script 9.3

Listen and practise the phrases and sentences below.

Normal Speech

would you /wʊd juː/

could you /kʊd juː/

Connected Speech

would you /wʊdʒu/

could you /kʊdʒu/

1 Could you speak a bit louder, please?

2 Would you like some tea or coffee?

3 Could you please help me with that?

4 Would you lend me some money?

5 Would you do the shopping for me?

b Tell students to listen to the audio and complete the given sentences. Replay the audio if necessary. When they have finished the activity, check the answers with the class. Track 9.4

Answer Key

1 *Would you*

2 *Would you*

3 *Could you*

4 *Would you*

5 *Could you*

6 *Would you*

Audio Script 9.4

Listen to the audio and complete the sentences below.

1 Would you like to come with us?

2 Would you like to go to the party?

3 Could you write the invitation letters?

4 Would you mind giving me a lift?

5 Could you open the windows, please?

6 Would you please send me an email?

c Ask students to write sentences as in *Exercise b* in their notebooks. Then let them practise the sentences they have written. This activity also enables students to practise "yod coalescence" (Could you...? Would you...?).

e-portfolio

Tell students to imagine that they are going to organize a party. Ask them to design an electronic invitation card by using Web 2.0 tools. Remind them that they are supposed to upload their cards to the portfolio section on https://www.eba.gov.tr/. Then tell them to send their invitation cards to one of their classmates and ask the invitee to write a letter to let them know if s/he accepts or refuses their invitation by the RSVP date.

NOTE: The term "RSVP" comes from "répondez s'il vous plaît", which means "please respond" in French. It is used on invitations to ask the invitees to let the sender know if they will be able to attend, and it is usually followed by a specific date by which guests are expected to confirm attendance.

Self-assessment

Ask students to think of each criterion comprehensively and then to tick the options for themselves. If they need some help with the theme, retell the topic and give some extra examples, practices, activities, etc.

9A HAVE A WHALE OF A TIME

a **Listen to the audio and complete the missing parts of the dialogue.**

WB Track 9.1

Clark: Hi, Daisy. This is Clark. How are you doing?

Daisy: Nothing much. _____ **(1)** you?

Clark: I'm excited. My family's going to throw a _____ **(2)** for my brother tomorrow to celebrate his passing the university entrance exam.

Daisy: That sounds amazing. I'm happy with his exam result.

Clark: Do you fancy _____ **(3)**?

Daisy: I'd love to. Do you want me to bring anything?

Clark: There's no need to bring anything; _____ **(4)** have prepared everything.

Daisy: OK, then. _____ **(5)** shall I be there?

Clark: The party's going to start at 7 p.m.

Daisy: I'll be on time. _____ **(6)** inviting me. See you tomorrow.

b **Make a request for each situation below.**

1 Ask your friend to lend you his/her dictionary.
_____

2 Ask a taxi driver to drop you off at the nearest bus stop.
_____

3 Ask someone if you can sit on the chair next to them.
_____

4 Ask your teacher to explain the topic again.
_____

5 Ask someone to tell you the time.
_____

6 Ask someone to let you turn off the air conditioner.
_____

c **Match the following questions to the answers. One is extra.**

1 Would you mind spelling your last name? ____
2 Would you like to leave a message? ____
3 Who's calling, please? ____
4 May I speak to Mr Harrison? ____
5 Could you please repeat that? ____

a Certainly. That's 956-449-3927.
b Yes, I'll make sure he gets your message.
c Yes, B as in bag–double A–R as in rain–K as in kite, BAARK.
d Yes, could you please ask him to call me back soon?
e Please hold the line; I'll put you through in a moment.
f This is Albert Brown. I'm a friend of Mr Harrison's.

d **Complete the sentences with the words/phrases below.**

How about **Let's** **Why don't** **Shall I** **Would you like**

1 I cannot bring cookies to the party. _____ bring beverages instead?
2 She has become a bit sorry about our behaviour towards her. _____ talk to her.
3 We would be glad to see you there. _____ to join us?
4 _____ going to the cinema this Sunday?
5 I'm sorry, but I can't make it on Monday. _____ we meet the next day?

WORKBOOK ANSWER KEY

9A HAVE A WHALE OF A TIME

a

1 *What about*
2 *surprise party*
3 *joining us*
4 *my parents*
5 *What time*
6 *Thanks for*

b

Suggested Answers

1 *Can you give me your dictionary?*
2 *Can/Could/Would you please drop me off at the nearest bus stop?*
3 *Do you mind if I sit on this chair?*
4 *Could you please explain the topic again?*
5 *Would you mind telling me the time?*
6 *Do you mind if I turn off the air conditioner?*

c

1 *c*
2 *d*
3 *f*
4 *e*
5 *a*

d

1 *Shall I*
2 *Let's*
3 *Would you like*
4 *How about*
5 *Why don't*

TEACHER'S NOTES

WB Audio Script 9.1

Listen to the audio and complete the missing parts of the dialogue.

Clark: Hi, Daisy. This is Clark. How are you doing?
Daisy: Nothing much. What about you?
Clark: I'm excited. My family's going to throw a surprise party for my brother tomorrow to celebrate his passing the university entrance exam.
Daisy: That sounds amazing. I'm happy with his exam result.
Clark: Do you fancy joining us?
Daisy: I'd love to. Do you want me to bring anything?
Clark: There's no need to bring anything; my parents have prepared everything.
Daisy: OK, then. What time shall I be there?
Clark: The party's going to start at 7 p.m.
Daisy: I'll be on time. Thanks for inviting me. See you tomorrow.

TEACHER'S NOTES

9B LET'S GET TOGETHER

a **Read the text and put the sentences below into the correct places.**

a They come together to witness this amazing natural beauty

b The ancient tradition dates back more than 1,000 years

c Sometimes, it is very difficult to find a spot to sit in the celebration areas

d There is no exact time and date to celebrate the festival annually

The Cherry Blossom Festival

The Cherry Blossom Festival, known as "hanami" in Japanese, is the custom of enjoying the blooming of cherry blossoms (sakura). "Hanami" means viewing flowers in Japanese, but it generally marks cherry blossom viewing. _____ **(1)**. People celebrate this festival throughout Japan and in many other places around the world, such as China, Korea, Washington D.C., etc.

_____ **(2)**; it completely depends on the trees' blossoms. Cherry trees bloom in spring for a very short time, only two weeks between March and May. Therefore, people observe the trees to catch the moments when the flowers bloom during this two-week period to celebrate the festival.

Thousands of people celebrate the festival under the trees by watching cherry blossoms in a picnic atmosphere. _____ **(3)**. They bring home-cooked meals, foods, and drinks or purchase foods for this special day. _____ **(4)**. That is why some people go to the parks very early or the day before the festival to keep a suitable place.

b **Read the text again and answer the following questions.**

1 What does "hanami" mean in Japanese?
_____

2 Where do people celebrate the festival?
_____

3 How long do cherry trees' blossoms last?
_____

4 How do people celebrate the festival?
_____

5 Why do people go to the parks very early?
_____

c **Complete the sentences with the words below. Change the form if necessary.**

ignorance *jewellery* *prosperity* *reunite* *harvest* *annually* *gift*

1 She has saved a small amount of money _____ throughout her working life.

2 I accept my _____ about the subject; I could not understand it at first sight.

3 I am tired of seeing people wearing _____ to show off.

4 People in our country usually bring glass dishes to house-warming parties as a(n) _____ for the host.

5 Fortunately, I finally learnt how to manage my budget and not spend it on unnecessary things; it is now time to live in _____.

6 Festivals and celebrations are a good opportunity for family members and friends to _____.

7 The farmers in our town are usually busy at _____ time, in September.

d **Rewrite the sentences below as in the example.**

e.g. *She has got a ticket to fly to Ankara tomorrow morning.*
She is flying to Ankara tomorrow morning.

I plan to spend time with my family on Sunday.
I'm going to spend time with my family on Sunday.

1 My friend has got an appointment with the dentist this afternoon.
_____

2 Christian plans to study abroad next year.
_____

3 The students have got tickets to visit the museum today.
_____

4 We plan to meet with the exchange students on Wednesday.
_____

9B LET'S GET TOGETHER

a

1 *b*
2 *d*
3 *a*
4 *c*

b

1 *It means viewing flowers.*
2 *In Japan, China, Korea, Washington D.C., etc.*
3 *For two weeks.*
4 *Under the trees and in a picnic atmosphere.*
5 *To keep a suitable place.*

c

1 *annually*
2 *ignorance*
3 *jewellery*
4 *gift*
5 *prosperity*
6 *reunite*
7 *harvest*

d

1 *My friend is going to the dentist this afternoon.*
2 *Christian is going to study abroad next year.*
3 *The students are visiting the museum today.*
4 *We are going to meet with the exchange students on Wednesday.*

TEACHER'S NOTES

TEACHER'S NOTES

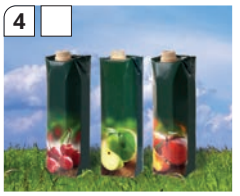
9C AT THE SHOPS

a **Write the prices in numbers or words.**

1 _____: one hundred and twenty-eight dollars and ninety-five cents
2 €39.75 : _____
3 _____: fourteen liras and sixty kurus
4 £211.59: _____

b **Listen to the audio and tick (✓) the things the customers buy.** WB Track 9.2

Customer 1



Customer 2

c **Match the sentence halves. Then write Assistant (A) or Customer (C) in the boxes for each question.**

1	Have you got ___	**a**	pay by card?
2	Would you like ___	**b**	tins do you want?
3	Do you ___	**c**	are you?
4	How much ___	**d**	anything else?
5	How many ___	**e**	are these earrings?
6	Can I ___	**f**	any non-fat milk?
7	What size ___	**g**	need any help?

d **Write questions to the answers below. Use the sentences in *Exercise c.***

1	**Q:** _____	**A:** Yes, I'm looking for a formal dress.
2	**Q:** _____	**A:** No, we don't accept credit cards.
3	**Q:** _____	**A:** They're €15.20.
4	**Q:** _____	**A:** Large, I think.
5	**Q:** _____	**A:** No, thanks.
6	**Q:** _____	**A:** No, it's out of stock.
7	**Q:** _____	**A:** Three, please.

9C AT THE SHOPS

a

1 *$128.95*
2 *thirty-nine euros and seventy-five cents*
3 *₺14.60*
4 *two hundred and eleven pounds and fifty-nine pence*

b

Customer 1	*Customer 2*
1	*3*
3	*4*
4	

c

1	C	*f*	**4**	C	*e*	**7**	A	*c*
2	A	*d*	**5**	A	*b*			
3	A	*g*	**6**	C	*a*			

d

1 *Do you need any help?*
2 *Can I pay by card?*
3 *How much are these earrings?*
4 *What size are you?*
5 *Would you like anything else?*
6 *Have you got any non-fat milk?*
7 *How many tins do you want?*

WB Audio Script 9.2

Listen to the audio and tick (✔) the things the customers buy.

Dialogue 1

Customer: Have you got any coffee?
Assistant: Yes, we have. How many packets do you want?
Customer: One, please. How much are those biscuits?
Assistant: They are ₺19.90.
Customer: Hmm, they're a bit expensive. Can I also have two bottles of water and a carton of fruit juice?
Assistant: Of course.
Customer: How much is that?
Assistant: That's ₺17.50, please.
Customer: Here you are.
Assistant: That's ₺2.50 change. Thank you.

Dialogue 2

Assistant: Can I help you?
Customer: Yes, please. I'm looking for a pair of jeans.
Assistant: What size are you?
Customer: Extra-large.
Assistant: Sorry, we haven't got any extra-large jeans, but there are some trousers you can like. Let me show you.
Customer: No, thanks. I don't like wearing them. Have you got any denim jackets?
Assistant: Yes, we have. How about this one?
Customer: It looks great. Can I try it on?
Assistant: Yes, the fitting rooms are over there.
Customer: Thanks.

A few minutes later...

Customer Does it suit me?
Assistant Yes, it's perfect.
Customer OK, I'll buy it. Can I also have a pair of sandals?
Assistant What is your shoe size?
Customer 40.
Assistant Here you are.
Customer How much is that?
Assistant €129.75. How would you like to pay; cash or credit card?
Customer In cash, please. I don't have a credit card.

9D DELIGHTED TO HAVE YOU OVER

a **Complete the invitations with the words/phrases below. One is extra.**

delighted | dressing | fancy-dress party | farewell party | let's | preparations | surprise party | what about | to see you | why don't you

New message

To emma_63@botmail.com

Dear Emma,
I am throwing an '80s _____ **(1)** in honour of my 35th birthday. It is on Saturday, August 29th, at 8 o'clock in the evening. I will be _____ **(2)** to have you over for my party in our garden. Wear your jackets with shoulder pads or your brightly coloured aerobic outfits!
I hope _____ **(3)** here!
Love,
Tom

Send

New message

To ray_zane@neutronmail.com

Hi Zane,
Can you keep a secret? Ollie is going to be a father, so we have decided to give him the wonderful news at a _____ **(4)** on Friday, April 14th, at 5 p.m.
_____ **(5)** join us to celebrate this festive occasion on the terrace?
Please arrive two hours earlier so we can make _____ **(6)**!
Cheers,
Megan

Send

New message

To rupe.smith@baboo.co.uk

Rupert,
It's goodbye time! Our colleague Ms Grint is leaving the company to start her own business. I kindly invite you to the _____ **(7)** to wish her all the best for her future venture on Wednesday, December 5th, at 11 a.m.
_____ **(8)** have a great time together at the office on this special occasion!
Would you mind _____ **(9)** in blue, Ms Grint's favourite colour?
Best,
Nancy

Send

b **Read the replies to the two of the invitations in *Exercise a*. Write the names of the senders and the receivers.**

Dear _____ **(1)**,
I am pleased to accept your invitation. I am already planning to buy a perfect gift for the occasion and looking forward to spending time with you all.
I will definitely follow the dress code; do not worry!
Please let me know if I can bring something.
Yours,
_____ **(2)**

Hi _____ **(3)**,
Thank you very much for the invitation to your party. I wish I could come, but I have to leave the town next week. I am going to spend the weekend in my summer house in West Cornwall. I hope your new age brings you luck.
Best,
_____ **(4)**

c **Pretend to be Zane and write a reply to Megan's invitation in *Exercise a*. Accept it by offering help or refuse it by giving reasons.**

9D DELIGHTED TO HAVE YOU OVER

a

1 *fancy-dress party*
2 *delighted*
3 *to see you*
4 *surprise party*
5 *Why don't you*
6 *preparations*
7 *farewell party*
8 *Let's*
9 *dressing*

b

1 *Nancy*
2 *Rupert*
3 *Tom*
4 *Emma*

TEACHER'S NOTES

TEACHER'S NOTES

10A IN THE NEAR FUTURE

Lead-in

Talk about the following questions with your classmates.

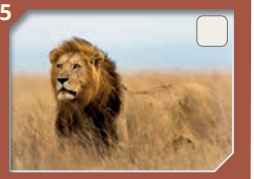
1 Do you watch TV or visit social media sites in your free time? Why?

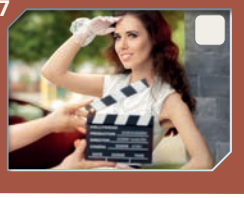
2 Which one do you think is more effective in connecting with the world; social media or TV?

Listening

a **Match the TV programmes to the photos. One is extra.**

a documentary	e cartoon
b news	f TV series
c weather forecast	g talk show
d quiz show	h sports programme





b **Match the TV programmes in *Exercise a* with the appropriate extract below.**

1 "Now, let's continue with the last question of the night. You will have ten seconds to answer." _____

2 "The World Peace Commission has declared an international state of emergency." _____

3 "Anatolian leopards like the regions close to water resources in the high parts of the mountains." _____

4 "Welcome to our show, Darrel Grant! Let's start with your new album." _____

5 "London will be rainy until the next weekend." _____

6 "Wow, this is turning out to be an amazing game! The score is 2-1. " _____

c **Listen to the TV broadcast and put the news in order.**

Track 10.1

- ☐ The commercial for ComfyMatt
- ☐ The weather forecast for Canada
- ☐ The forest fire in Chicago, the US
- ☐ The successful operation by the Vancouver police
- ☐ The helping hand from the Fire Department of Toronto
- ☐ The Men's Cricket World Cup semi-final results

d **Listen to the audio again and complete the missing information in the sentences below.**

1 The thief broke into more than _____ houses last month.

2 The Fire Department of Toronto is on its way to help with the _____.

3 While in May, New Zealand played against _____ and made its way to the final.

4 The northern part of Canada has been snowy and freezing since _____.

e **Work in pairs. Prepare a short news broadcast with three events in the correct order. Then act it out.**

THEME 10 TELEVISION AND SOCIAL MEDIA

10A IN THE NEAR FUTURE

Lead-in

Ask students to read the given questions. Give them some time to think about them and encourage them to share their opinions with the class.

Answer Key

1 *Students' own answers*

2 *Students' own answers*

Listening

a Tell students to match the TV programmes to the given photos. Remind them that one is extra. Give them some time to complete the activity. Then check the answers with the class.

Answer Key

1 *b*

2 *d*

3 *h*

4 *c*

5 *a*

6 *g*

7 *f*

b Ask students to write the TV programmes in *Exercise a* to the appropriate extracts. Give them some time to complete the activity. Then check the answers with the class.

Answer Key

1 *quiz show*

2 *news*

3 *documentary*

4 *talk show*

5 *weather forecast*

6 *sports programme*

c Tell students to listen to the TV broadcast carefully to put the events in order. Replay the audio if necessary. Then elicit the answers. This activity enables students to put the events in a TV broadcast in order.

Track 10.1

Answer Key

5 The commercial of ComfyMatt

6 The weather forecast of Canada

2 The forest fire in Chicago, the US

1 The successful operation by the Vancouver police

3 The helping hand from the Fire Department of Toronto

4 The Men's Cricket World Cup semi-final results

Audio Script 10.1

Listen to the TV broadcast and put the news in order.

Jim: Good evening, this is Jim.

Anna: And this is Anna. Welcome to Canadian CNTV-5 News.

Jim: Let's start with breaking news. The Minister of Internal Affairs has just announced that the police caught the Vancouver Thief by a successful operation. The thief broke into more than a hundred houses last month. The people in Vancouver will start to sleep deeply beginning tomorrow.

Anna: Thank God! This is great news, Jim.

Jim: No doubt!

10A IN THE NEAR FUTURE

Lead-in

Talk about the following questions with your classmates.

1 Do you watch TV or visit social media sites in your free time? Why?

2 Which one do you think is more effective in connecting with the world; social media or TV?

Listening

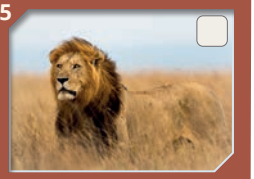
a **Match the TV programmes to the photos. One is extra.**

a documentary
b news
c weather forecast
d quiz show
e cartoon
f TV series
g talk show
h sports programme

1

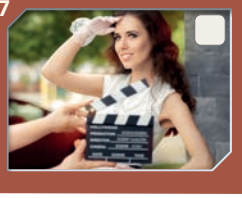
4

2


5

3

6


7

b **Match the TV programmes in *Exercise a* with the appropriate extract below.**

1 "Now, let's continue with the last question of the night. You will have ten seconds to answer." _____

2 "The World Peace Commission has declared an international state of emergency." _____

3 "Anatolian leopards like the regions close to water resources in the high parts of the mountains." _____

4 "Welcome to our show, Darrel Grant! Let's start with your new album." _____

5 "London will be rainy until the next weekend." _____

6 "Wow, this is turning out to be an amazing game! The score is 2-1. " _____

c **Listen to the TV broadcast and put the news in order.**

Track 10.1

- [ ] The commercial for ComfyMatt
- [ ] The weather forecast for Canada
- [ ] The forest fire in Chicago, the US
- [ ] The successful operation by the Vancouver police
- [ ] The helping hand from the Fire Department of Toronto
- [ ] The Men's Cricket World Cup semi-final results

d **Listen to the audio again and complete the missing information in the sentences below.**

1 The thief broke into more than _____ houses last month.

2 The Fire Department of Toronto is on its way to help with the _____.

3 While in May, New Zealand played against _____ and made its way to the final.

4 The northern part of Canada has been snowy and freezing since _____.

e **Work in pairs. Prepare a short news broadcast with three events in the correct order. Then act it out.**

Anna: Let's continue with the leading news of the day. The US formerly reported that, along with the woods, almost a hundred living species will be in danger of extinction if the fire keeps spreading in Chicago. The Fire Department of Toronto is on its way to help with the forest fire.

Jim: This is so bad. May God be with you, Chicago, and many thanks to the firefighters of Toronto. This is very thoughtful and brave of you to help our neighbours.

Anna: Totally agree. And sports... The Men's Cricket World Cup semi-final is over and Canada won the semi-final against New Zealand. While in May, New Zealand played against England and made its way to the final.

Jim: It's time for a short break. Stay with us; we'll be right back.

Commercial: Do you feel tired when you wake up? Sleeping for long hours is not enough to rest? Have you ever slept in a ComfyMatt? It's made of pure organic cotton, and it makes you feel the warmth of a cuddle. ComfyMatt, better than a bed.

Anna: We're back, and it's time for weather news. We have our reporter in the studio. Hello, Daniel.

Daniel: Good evening, Anna and Jim.

Jim: Good evening, Daniel. How will the weather be like tomorrow?

Daniel: Well, Toronto's weather is 5°C and mostly rainy. Vancouver is 7°C and rainy, too. The northern part of Canada has been snowy and freezing since last week. The temperature is around -15°C.

Anna: Thank you, Daniel. Viewers, this is it for tonight.

Jim: Thanks for watching us. See you tomorrow.

Anna: Goodbye.

d Ask students to listen to the audio again to complete the missing information in the sentences given. Check the answers with the class.

Answer Key

1 *a hundred*
2 *forest fire*
3 *England*
4 *last week*

e Have students work in pairs. Tell them to prepare a news broadcast with three events in the correct order. Give them some time to complete the activity. Then encourage them to act out the broadcast with their partners.

TEACHER'S NOTES

Speaking

a **Talk about the following questions with your classmates.**

1 How do you think social media sites will change our lives in the near future?

2 Do you think you can easily adapt to new developments in technology? Why/Why not?

b **Read the dialogue and find sentences to complete the following chart.**

Lily: Did you hear that *Vent Corporation* has bought *FlipFlap* for 4.6 million cryptocurrencies!

Oscar: Yes, I've read about it, and this is a waste of money.

Lily: I don't agree with you. Vent is a huge blockchain company, and *FlipFlap* is full of amateur artists, buyers, and sellers.

Oscar: That's true. However, there are some people who don't use cryptocurrencies.

Lily: Exactly, you're right. You just need to see that all of us will.

Oscar: Ha-ha! I totally disagree with you. I won't buy a kilo of strawberries by spending imaginary money.

Lily: Maybe you won't buy strawberries, but I think you'll probably buy art pieces and collectables.

Oscar: I don't think so. I can go to a gallery and buy them at auction by paying real money.

Lily: Okay, Oscar, I agree. You're so narrow-minded!

Predictions	***e.g.*** *I won't buy a kilo of strawberries by spending imaginary money.*
Agreement	***e.g.*** *That's true.*
Disagreement	***e.g.*** *I don't agree with you.*

c **Work in pairs. Talk about the ideas in the dialogue in *Exercise a* giving your opinions as in the example. Use the expressions below.**

e.g. *I don't think we will use cryptocurrency for shopping in the future.*
I'm not so sure about it. In my opinion, people will use it.

- In my opinion, ...
- No chance!
- Never in a million years!
- No way!
- I'd say exactly the opposite.
- I'm not so sure about it.
- That's for sure!
- I couldn't agree more.

d **Work in pairs. Talk about what you think about the future situations of the topics below.**

- robots in education
- apps in people's brains
- eating habits of people
- clothes of people
- travelling to the moon
- living in the metaverse

Proverb of the Day

Read the dialogue and answer the questions.

Philip: I can't believe travel to the moon is really happening!
Chen: Yes, we have talked about it for years, and now it has turned into reality.
Philip: Do you think people will travel to other planets and stars in the future?
Chen: Well, I don't know. **Only time will tell.**
Philip: You're so right.

Do you think people will easily travel to other planets and stars in the future?

Do you think it will happen in your lifetime?

Speaking

a Ask students to read the given questions. Give them some time to think about them and encourage them to share their opinions with the class.

Answer Key

1 *Students' own answers*

2 *Students' own answers*

b Tell students to read the dialogue and find sentences to complete the given chart. Give them some time to complete the activity. Then check the answers with the class.

Answer Key

Predictions: *Maybe you won't buy strawberries, but I think you'll probably buy art pieces and collectables.*

Agreement: *Exactly, you're right. / I agree.*

Disagreement: *I totally disagree with you. / I don't think so.*

c Have students work in pairs. Tell them to talk about the ideas in the dialogue in *Exercise a* giving their opinions as in the example. Remind them to use the given expressions. Encourage them to share their opinions with the class. This activity enables students to agree or disagree with others by giving their opinions.

d Have students work in pairs. Ask them to talk about what they think about the future situations of the given topics. Then encourage them to share their ideas with the class. This activity enables students to make predictions about the future.

TEACHER'S NOTES

Proverb of the Day

Tell students to read the dialogue and ask them what the meaning of the proverb could be. Have them infer the meaning from the dialogue. Then encourage them to share their opinions about the question. The meaning of the proverb is "The situation is currently uncertain, but in the future it will become clear".

TEACHER'S NOTES

10B FOLLOW FOR FOLLOW

Reading

a **Talk about the questions below with your classmates.**

1 How much time do you spend on the Internet every day? Do you think it wastes your time?

2 Which social media tools and apps do you use? Which ones are your favourite?

b **Skim the texts below and circle the best option.**

1 Vikky likes to spend time with her friends ___.
a at home **b** at school **c** online

2 Aila uses social media to ___.
a make money **b** design graphics **c** share photos

3 jakops.dogs is not keen on sharing his ___.
a photos **b** identity **c** ideas

10B FOLLOW FOR FOLLOW

Reading

a Ask students to read the given questions. Give them some time to think about them and encourage them to share their opinions with the class.

Answer Key

1 *Students' own answers*

2 *Students' own answers*

b Tell students to skim the given texts and circle the best option for each question. Give them some time to complete the activity. Then check the answers with the class. This activity enables students to skim short and simple texts to draw a conclusion in terms of social media.

Answer Key

1 *c*

2 *a*

3 *b*

TEACHER'S NOTES

TEACHER'S NOTES

c **Read the texts and answer the questions.**

1 What does Vikky need after school?

_____

2 What does Aila use social media for?

_____

3 How does Aila make money at home?

_____

4 What does jakops.dogs think about oversharing?

_____

5 Do you agree with jakops.dogs? Why/Why not?

_____

d **Match the highlighted words/phrases to the definitions below. Then make sentences with them.**

1 _____ : involving two people who are together in the same place

2 _____ : from or by someone who does not say or write their name

3 _____ : conversation about things that are not important

4 _____ : to communicate with people regularly by speaking or writing to them

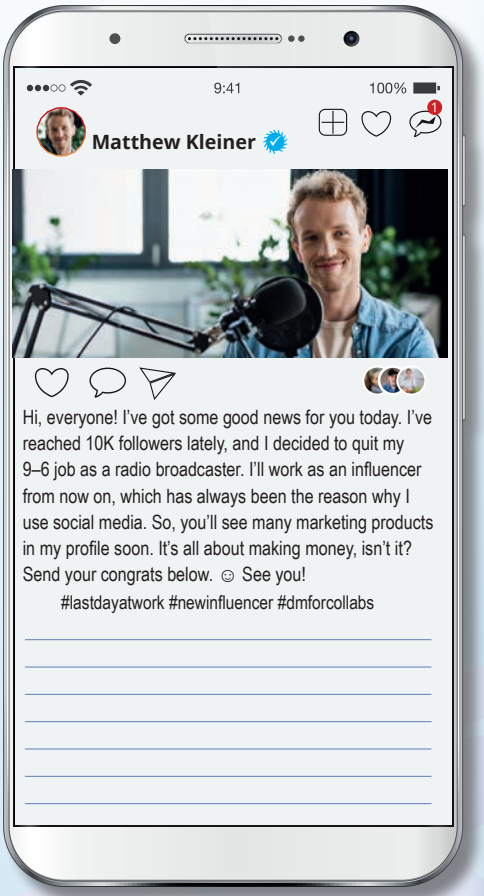
5 _____ : to spend time with people in a friendly way to enjoy yourself

6 _____ : a group or system of people, workers, etc. that exchange information

7 _____ : to share or reveal too much information on social media

e **Work in pairs. Make a list of the reasons why you use social media. Then talk about them with your classmates.**

f **Read Matthew's post and write a comment to express your opinions. Use the notes you have taken in *Exercise e*.**



GAME TIME

Prediction Taboo

- Play in groups.
- Pick a card from the pile on your teacher's desk.
- Talk about your future predictions about the title, but do not say the title or the taboo words.
- Try to tell it to your group mates in two minutes to win 10 points.
- The group with the most points at the end of the game is the winner.

c Ask students to read the texts and answer the given questions. Give them some time to complete the activity. Then check the answers with the class.

Answer Key

1 *She needs to relax and socialize for some time.*

2 *She uses social media to run her business.*

3 *She shares pieces of her artwork daily.*

4 *S/he thinks it is okay as long as no one knows who s/he is.*

5 *Students' own answers*

d Tell students to match the highlighted words/phrases to the given definitions. Then ask them to make sentences for each. Give them some time to complete the activity. Then check the answers with the class. Encourage them to share their sentences with the class.

Answer Key

1 *face-to-face*

2 *anonymous*

3 *chit-chat*

4 *keep in contact*

5 *socialize*

6 *network*

7 *overshare*

e Have students work in pairs. Tell them to make lists of the reasons why they use social media. Then encourage them to talk about their ideas.

f Tell students to read Matthew's post and ask if they are agree or disagree with him. Tell them to write a comment to express their opinions. Remind them to use the notes they have taken in *Exercise e*. Then encourage them to share their comments with the class.

TEACHER'S NOTES

Game Time

Prediction Taboo

The aim of this activity is to help students make predictions about the future.

Materials and Preparation

Copy and cut up the cards on page 315.

Procedure

1 Tell students that they are going to play a game. Divide the class into three groups and make a pile of the cards you have cut up on your desk.

2 Explain to students that each card contains a title and taboo words related to it.

3 Tell them that one student from each group will pick up a card and try to talk about his/her future predictions about the title without saying the title and using the taboo words. The other group members will try to guess the title. If they guess it correctly, they must make a new sentence all together.

4 Remind them that they have only two minutes and that each correct answer will bring 10 points to the groups. Check the cards every time to be sure that taboo words are not used.

5 At the end, the group with the most points wins the game.

TEACHER'S NOTES

10C LET'S STAY IN TOUCH

Listening

a **Work in pairs. Talk about the following reasons you use social media for.**

- discovering new products
- sharing ideas and opinions
- staying in touch with friends
- staying up to date with the news
- sharing photos or videos

b **Listen to the audio and tick (✔) the following topics that are mentioned in the audio.**

Track 10.2

1 ☐ world population
2 ☐ the number of social media users in the world
3 ☐ the names of the popular social media platforms
4 ☐ the age of most social media users
5 ☐ the gender of most Internet users
6 ☐ the reasons to use social media
7 ☐ the number of people getting news from social media
8 ☐ the number of people getting news from TV

c **Listen to the audio again and answer the following questions.**

1 How many people use social media worldwide?

_____

2 Who uses social media the most?

_____

3 What are their reasons for using social media?

_____

4 How has social media changed the way people access the news?

_____

5 Who prefers getting news from TV?

_____

d **Work in groups of three. Make a dialogue to discuss the reasons to use social media. Use the expressions below in your dialogue. Then act it out.**

INTERRUPTING SOMEONE

- Sorry to interrupt, but may I ask a question?
- Sorry for interrupting, but I want to make sure I understand.
- May I add something here?
- Excuse me, but may I jump in here?
- May I join the conversation?

GAINING TIME IN A CONVERSATION

- You know,
- Actually,
- I mean,
- Well,
- Right,
- Anyway...
- Let me think...

e **Work in pairs. Take the social media survey below. Then interview your partner and tick his/her answers. Use the expressions in *Exercise d* in your conversation as in the example.**

e.g. *Do you think social media is a good source for getting the news?*

Let me think... Well, yes, it is.

	Social media...	You		Your partner	
		Yes	No	Yes	No
1	is a good source for getting the news.				
2	is full of false information and fake news.				
3	has a positive effect on relationships because it helps people stay in touch and interact with others.				
4	harms relationships because it causes people to spend less quality time with loved ones.				
5	presents an unrealistic view of others' lives.				
6	influences buying decisions.				
7	allows people to express themselves easily.				
8	is a useful tool for learning new things.				

f **Compare your answers with your partner and share them with your classmates as in the example.**

e.g. *To my partner, social media is a good source for getting the news, but I don't think so because it is full of false information and fake news.*

10C LET'S STAY IN TOUCH

Listening

a Have students work in pairs and talk about the given reasons why they use social media for.

Answer Key

Students' own answers

b Ask students to listen to the audio and tick the given topics that are mentioned in the audio. Check the answers with the class.

Track 10.2

Answer Key

1 ✔ *world population*
2 ✔ *the number of the social media users in the world*
3 ☐ *the names of the popular social media platforms*
4 ✔ *the age of most social media users*
5 ☐ *the gender of most Internet users*
6 ✔ *the reasons to use social media*
7 ✔ *the number of people getting news from social media*
8 ☐ *the number of people getting news from TV*

Audio Script 10.2

Listen to the audio and tick (✔) the following topics that are mentioned in the audio.

Presenter: Welcome to the *Small Talk*. This is Pam Perry. Tonight, we have two special guests: Daphne Simpson and Tony Hamilton. We'll talk about social media, you know, it has affected our lives in many ways. Right, let's get started with the numbers. How common is the use of social media worldwide?

D. Simpson: Well, billions of people around the world actively use the Internet, and most of them have at least one social media account.

T. Hamilton: May I add something quickly?

D. Simpson: Of course, go ahead.

T. Hamilton: Today the world population has reached 8 billion, and 4.5 billion of them currently use social media. I mean, more than half of the world's population uses social media.

Presenter: Wow, that's amazing! Then who uses social media the most and why?

T. Hamilton: People aged between 25 and 34 spend more time each day on social media than the average Internet user. The biggest reason they use social media is to stay in touch with friends and family, and the second reason is to fill their leisure time.

D. Simpson: Excuse me, but may I jump in here?

T. Hamilton: No problem. Go ahead.

D. Simpson: Actually, it's not just for fun and communication. I think, at this point, we should mention that social media has changed the way we access the news. According to a study, more than half of Internet users get their news from social media sites rather than TV. Personally, I don't believe we'll use television in the near future to get the news.

T. Hamilton: No, I'm not so sure about that. Older generations still believe the news is the most important part of TV, and er, they prefer getting news from TV rather than from social media.

10C LET'S STAY IN TOUCH

Listening

a **Work in pairs. Talk about the following reasons you use social media for.**

- discovering new products
- sharing ideas and opinions
- staying in touch with friends
- staying up to date with the news
- sharing photos or videos

b **Listen to the audio and tick (✔) the following topics that are mentioned in the audio.**

Track 10.2

1 ☐ world population
2 ☐ the number of social media users in the world
3 ☐ the names of the popular social media platforms
4 ☐ the age of most social media users
5 ☐ the gender of most Internet users
6 ☐ the reasons to use social media
7 ☐ the number of people getting news from social media
8 ☐ the number of people getting news from TV

c **Listen to the audio again and answer the following questions.**

1 How many people use social media worldwide?

_____

2 Who uses social media the most?

_____

3 What are their reasons for using social media?

_____

4 How has social media changed the way people access the news?

_____

5 Who prefers getting news from TV?

_____

d **Work in groups of three. Make a dialogue to discuss the reasons to use social media. Use the expressions below in your dialogue. Then act it out.**

INTERRUPTING SOMEONE

- Sorry to interrupt, but may I ask a question?
- Sorry for interrupting, but I want to make sure I understand.
- May I add something here?
- Excuse me, but may I jump in here?
- May I join the conversation?

GAINING TIME IN A CONVERSATION

- You know,
- Actually,
- I mean,
- Well,
- Right,
- Anyway...
- Let me think...

e **Work in pairs. Take the social media survey below. Then interview your partner and tick his/her answers. Use the expressions in *Exercise d* in your conversation as in the example.**

e.g. *Do you think social media is a good source for getting the news?*

Let me think... Well, yes, it is.

	Social media...	You		Your partner	
		Yes	No	Yes	No
1	is a good source for getting the news.				
2	is full of false information and fake news.				
3	has a positive effect on relationships because it helps people stay in touch and interact with others.				
4	harms relationships because it causes people to spend less quality time with loved ones.				
5	presents an unrealistic view of others' lives.				
6	influences buying decisions.				
7	allows people to express themselves easily.				
8	is a useful tool for learning new things.				

f **Compare your answers with your partner and share them with your classmates as in the example.**

e.g. *To my partner, social media is a good source for getting the news, but I don't think so because it is full of false information and fake news.*

Presenter: Um, I'm sorry to interrupt, but we'll continue after the commercial. Don't go anywhere; we'll be right here in 5 minutes!

c Have students listen to the audio again and answer the given questions. Check the answers with the class.

Answer Key

1 *4.5 billion people currently use social media in the world.*

2 *People aged between 25 and 34 use social media the most.*

3 *To stay in touch with friends and family, to fill their leisure time, and to access/get the news.*

4 *More than half of the Internet users get their news from social media sites rather than TV.*

5 *Older generations prefer getting news from TV.*

d Ask students to work in groups of three and make dialogues to discuss the reasons why they use social media. Remind them that they will use the given expressions in their dialogues. Then have students act them out. This activity enables students to act out a dialogue using the expressions and phrases to interrupt and gain time in a conversation.

e Have students work in pairs and take the social media survey. Explain that they will tick "Yes" if they agree with the statement and "No" if they disagree. Then ask them to interview their partners and tick their answers. Remind them to use the expressions in *Exercise d* in their conversations as in the example.

f Tell students to compare their answers with their partners and share them with their classmates as in the example.

TEACHER'S NOTES

Speaking

a **Talk about the following questions with your classmates.**

1 What do you think are the examples of personal information?

2 What kind of information about yourself have you put on social media?

Your digital footprint is your digital identity!

When you go online, you leave some information behind. This information is your digital footprint, and it can exist forever. It tells a lot about you because it includes your comments on videos, posts on social media, the pages you have read, and the products you are interested in. What is more, others can reach or share your digital footprint. For this reason, do not share inappropriate posts or use bad words in your comments. It will be helpful to present yourself properly and use social media carefully to create a positive image for your future plans.

Remember that when you share a photo or make a comment on a social network, you also share your location, contact information, interests, etc. The privacy settings of your Internet browser or a social networking site help you to control who sees information about you. Manage your privacy settings to stop people from seeing things you want to keep secret. Lastly, create strong passwords and change them often to keep your accounts safe.

As a result, you should think twice before posting anything online because you can never take it back or delete it for real.

b **Skim the text and choose the statement that best expresses the main idea.**

1 Your digital footprint is the record of all the things you do online, so you should be careful while using the Internet.

2 You should never post or make comments on social media not to leave your digital footprint.

3 You can remove your digital footprint if you delete your posts and comments on social media.

c **Scan the text and write the ways to protect your personal information online.**

1 _____

2 _____

3 _____

4 _____

d **Work in groups. Discuss how to keep your personal information private as in the example. Use the information in *Exercise c.***

e.g.

To me, the most important thing is to create strong passwords for accounts.

That's not always the case. In my opinion, we should not overshare on social media. This may allow hackers to steal our personal information.

Did you know

Globally, an average Internet user spends two hours and twenty-seven minutes every day on social media. According to statistics, the average lifetime of a human is 74 years, and this means that people spend an average of six years and eight months of their lives on social media.

Search the Net to find some interesting statistics about the time we spend on other daily activities in years. Share them with your classmates.

Speaking

a Encourage students to talk about the given questions with their classmates.

Answer Key

1 *Students' own answers*

2 *Students' own answers*

b Ask students to skim the text and choose the statement that best expresses the main idea. Check the answers with the class.

Answer Key

1 *Your digital footprint is the record of all the things you do online, so you should be careful while using the Internet.*

c Have students scan the text and write the things they should do to protect their personal information online. Check the answers with the class.

Answer Key

1 *Do not share inappropriate posts or use bad words in your comments.*

2 *Manage your privacy settings to stop people from seeing things you want to keep secret.*

3 *Create strong passwords and change them often to keep your accounts safe.*

4 *Think twice before posting anything online.*

d Ask students to work in groups and discuss how to keep their personal information private as in the example. Remind them to use the information in *Exercise c*.

Did you know?

Ask students to read the information in the box. Then have them search the Net to find some interesting statistics about the time spent on other daily activities in years. Encourage students to share them with their classmates.

Answer Key

Students' own answers

TEACHER'S NOTES

10D BOTH SIDES OF THE COIN

Writing

a **Talk about the following questions with your classmates.**

1 Why do you think people write comments online?

2 Do you prefer writing or viewing comments on social media? Why?

b **Read the comments on the discussion forum. Then write your own comment on the topic below.**

https://www. forumline.com

Discussion Forum

Do you think social media has a positive or negative impact on people's lives? search for questions and topics

Lisa E.
I believe that it has a positive impact on my life because it allows me to share ideas and emotions with people who feel the same way. I feel like I am not the only one, and everyone can sometimes have problems in life.

Zavian M.
I think social media makes us less social. I see children, teenagers, and adults checking their phones every time; they do not have conversations with the people around them, and it annoys me a lot.

Takahiko Koki
In my opinion, it is about how you use social media. It is an effective tool to increase public awareness about important issues. You can create and share informative posts and videos to draw attention to the subject. You know, little things make a big difference.

Daniella123
To me, it has a negative impact. I see people using bad language against others on social media, and personally, I think it is a kind of violence. Of course, everyone has the right to say what they think, but swearing is not a way of expressing ideas.

Post

About | Contact | Privacy Policy | Terms & Conditions | Disclaimer

c **Read the comments again and write the positive and negative impacts of social media on people's lives.**

Positive Impacts

- _____
- _____

Negative Impacts

- _____
- _____

10D BOTH SIDES OF THE COIN

Writing

a Encourage students to talk about the given questions with their classmates.

Answer Key

1 *Students' own answers*

2 *Students' own answers*

b Ask students to read the comments on the discussion forum. Then explain that they will write their own comments on the given topic. This activity enables students to write a comment on a topic via social media.

Answer Key

Students' own answers

c Give students enough time to read the comments again and ask them to write the positive and negative impacts of social media on people's lives. Check the answers with the class.

Answer Key

Positive Impacts

- *It allows people to share ideas and emotions.*
- *It is an effective tool to increase public awareness about important issues.*

Negative Impacts

- *It makes people less social.*
- *People use bad language against others on social media.*

TEACHER'S NOTES

TEACHER'S NOTES

Pronunciation

a **Listen and practise the sounds and words in the table below.** Track 10.3

/d/	/ð/
ladder	leather
odd	though
did	the
wonder	brother
mad	that
hard	other
today	they

b **Read out the words and write them under the correct sound.**

smooth children middle need weather hundred with southern together Sunday

/d/	/ð/

c **Listen to the audio and check your answers in *Exercise b*.** Track 10.4

d **Listen to the tongue twisters. Then practise them as fast as you can.** Track 10.5

1. Whether the weather is cold, whether the weather is hot, we'll weather the weather, whatever the weather.
2. Dimitri the dog dances with Dino Dan.

e- portfolio

Use your imagination and make predictions for the future of the media. Prepare a slide presentation on how technology will change our lives in the next twenty years and what TV and social media will be like in the future. Present your task to the class. Your presentation should include...

- visuals.
- examples of innovation in media and communication technologies.
- how these innovations will change our lives.

Self-assessment

	Fair	Good	Great
I can put the events in a TV broadcast in order.			
I can make predictions about the future.			
I can agree or disagree with others by giving my opinions.			
I can interrupt and gain time in a conversation.			
I can skim short and simple texts to draw a conclusion.			
I can write a comment on a topic via social media.			

Pronunciation

a Before doing the activity, explain to students that /ð/ and /d/ are both voiced sounds where the position of the tongue is very important. /ð/ is pronounced with the tongue staying between the teeth, like a voiced version of the sound /θ/. With /d/, the tongue taps behind the top front teeth, similar to /t/ but with the use of the voice. To make the difference clear, practise the following pairs: other /ˈʌðə(r)/ and udder /ˈʌdə(r)/, though /ðəʊ/ and dough /dəʊ/. Then ask them to listen and practise the sounds and words in the table. This activity enables students to practise /d/ and /ð/ sounds. Track 10.3

Audio Script 10.3

Listen and practise the sounds and words in the table below.

/d/	/ð/
ladder	leather
odd	though
did	the
wonder	brother
mad	that
hard	other
today	they

b Ask students to read out the words and write them under the correct sound. This activity also enables students to practise /d/ and /ð/ sounds.

TEACHER'S NOTES

c Have students listen to the audio and check their answers in *Exercise b*. Track 10.4

Answer Key

/d/	/ð/
Sunday	*smooth*
hundred	*southern*
children	*with*
need	*together*
middle	*weather*

Audio Script 10.4

Listen to the audio and check your answers in *Exercise b*.

/d/	/ð/
Sunday	smooth
hundred	southern
children	with
need	together
middle	weather

TEACHER'S NOTES

Pronunciation

a **Listen and practise the sounds and words in the table below.** Track 10.3

/d/	/ð/
ladder	leather
odd	though
did	the
wonder	brother
mad	that
hard	other
today	they

b **Read out the words and write them under the correct sound.**

smooth children middle need weather hundred with southern together Sunday

/d/	/ð/

c **Listen to the audio and check your answers in *Exercise b*.** Track 10.4

d **Listen to the tongue twisters. Then practise them as fast as you can.** Track 10.5

1. Whether the weather is cold, whether the weather is hot, we'll weather the weather, whatever the weather.
2. Dimitri the dog dances with Dino Dan.

e- portfolio

Use your imagination and make predictions for the future of the media. Prepare a slide presentation on how technology will change our lives in the next twenty years and what TV and social media will be like in the future. Present your task to the class. Your presentation should include...

- visuals.
- examples of innovation in media and communication technologies.
- how these innovations will change our lives.

Self-assessment

	Fair	Good	Great
I can put the events in a TV broadcast in order.			
I can make predictions about the future.			
I can agree or disagree with others by giving my opinions.			
I can interrupt and gain time in a conversation.			
I can skim short and simple texts to draw a conclusion.			
I can write a comment on a topic via social media.			

d Have students listen to the tongue twisters. Tell them to practise them as fast as they can. You can have them work individually, in pairs, or in groups. Encourage them to repeat the tongue twisters aloud. This activity also enables students to practise /d/ and /ð/ sounds. Track 10.5

Audio Script 10.5

Listen to the tongue twisters. Then practise them as fast as you can.

1 Whether the weather is cold, whether the weather is hot, we'll weather the weather, whatever the weather.

2 Dimitri the dog dances with Dino Dan.

e-portfolio

Ask students to use their imaginations and make predictions for the future of media. Explain that they will prepare a slide presentation on how technology will change their lives in the next twenty years and what TV and social media will be like in the future. Remind them that they will present their tasks to the class and submit them to their teacher. Explain that their presentations should include visuals, examples of innovation in media and communication technologies, and information on how those innovations will change their lives.

Self-assessment

Ask students to think of each criterion comprehensively and then to tick the options for themselves. If they need some help with the theme, retell the topic and give some extra examples, practices, activities, etc.

TEACHER'S NOTES

10A IN THE NEAR FUTURE

a **Listen to the audio and put the events in order.**

WB Track 10.1

- ☐ The placement of the ambulances
- ☐ Weather reports about the approach of a hurricane
- ☐ The distribution of food and tents
- ☐ The announcement of the Head of the City Council
- ☐ The weather reports about the possible damage the hurricane will cause
- ☐ The mission of the rescue teams

b **Listen to the audio again and complete the missing information.**

1 _____ reports say that a hurricane is approaching the Gulf Coast.
2 The Head of the City Council has warned _____ to stay at home.
3 There will be ambulances at every _____ of the Rockport Beach area.
4 The council will distribute _____ and tents if necessary.
5 Weather reports say that it will cause heavy rains, mudslides, or _____.

c **Complete the sentences with the correct form of the words below. One is extra.**

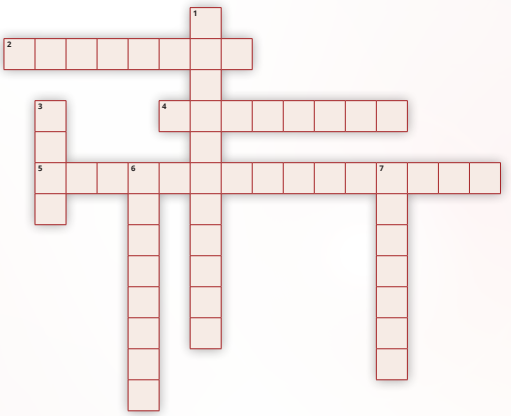
lose | go | ~~be~~ | apply | grow | come | graduate | ~~hurt~~

e.g. *I hope Susan will be a good journalist in the future.*

You should be careful with the knife so that you won't hurt yourself.

1 Scientists think that many animal species _____ their habitats because of global warming.
2 Jason _____ for a new job as soon as he returns from Cairo.
3 Cindy _____ from high school next month.
4 I don't want to be a lawyer in the future, so I _____ to law school.
5 Eric _____ to my birthday party tomorrow because he has a cold.

d **Use the clues to the TV programmes below to complete the crossword puzzle.**



ACROSS

2 "Welcome to our show, Frank Richard! Will you sing a song for us?"
4 "Here comes the final question."
5 "It will be cold and snowy tomorrow."

DOWN

1 "A baby elephant is rolling around in the mud."
3 "The Ministry of Health will start a campaign next month."
6 "Oh, Sam, you broke my heart!"
7 "Children, let's sing our happy mood song and dance!"

WORKBOOK ANSWER KEY

10A IN THE NEAR FUTURE

a

3
1
5
2
6
4

b

1 *Weather*
2 *people*
3 *corner*
4 *food*
5 *floods*

c

1 *will lose*
2 *will apply*
3 *will graduate*
4 *won't go*
5 *won't come*

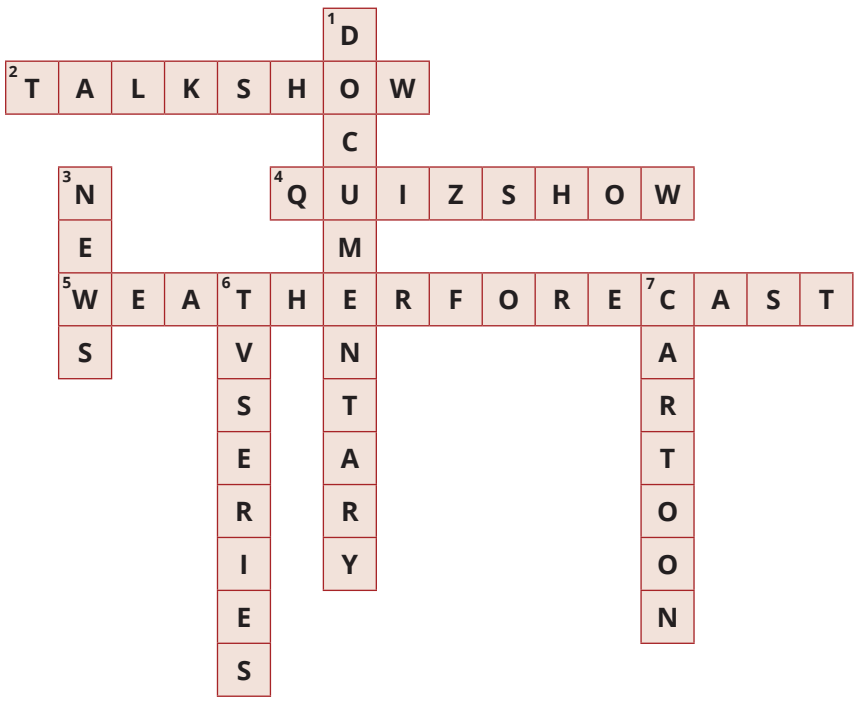
d

ACROSS

2 *Talk Show*
4 *Quiz Show*
5 *Weather Forecast*

DOWN

1 *Documentary*
3 *News*
6 *TV Series*
7 *Cartoon*



TEACHER'S NOTES

10A IN THE NEAR FUTURE

a **Listen to the audio and put the events in order.**

WB Track 10.1

- ☐ The placement of the ambulances
- ☐ Weather reports about the approach of a hurricane
- ☐ The distribution of food and tents
- ☐ The announcement of the Head of the City Council
- ☐ The weather reports about the possible damage the hurricane will cause
- ☐ The mission of the rescue teams

b **Listen to the audio again and complete the missing information.**

1 _____ reports say that a hurricane is approaching the Gulf Coast.
2 The Head of the City Council has warned _____ to stay at home.
3 There will be ambulances at every _____ of the Rockport Beach area.
4 The council will distribute _____ and tents if necessary.
5 Weather reports say that it will cause heavy rains, mudslides, or _____.

c **Complete the sentences with the correct form of the words below. One is extra.**

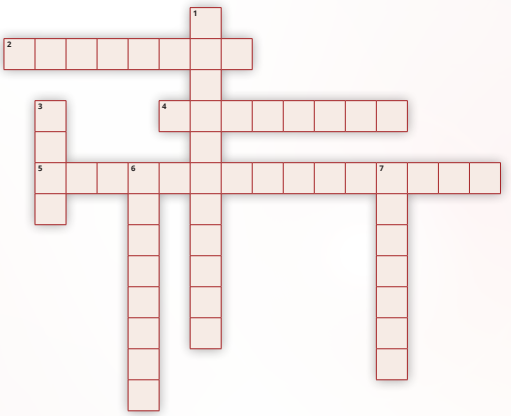
lose | go | ~~be~~ | apply | grow | come | graduate | ~~hurt~~

e.g. *I hope Susan will be a good journalist in the future.*

You should be careful with the knife so that you won't hurt yourself.

1 Scientists think that many animal species _____ their habitats because of global warming.
2 Jason _____ for a new job as soon as he returns from Cairo.
3 Cindy _____ from high school next month.
4 I don't want to be a lawyer in the future, so I _____ to law school.
5 Eric _____ to my birthday party tomorrow because he has a cold.

d **Use the clues to the TV programmes below to complete the crossword puzzle.**



ACROSS

2 "Welcome to our show, Frank Richard! Will you sing a song for us?"
4 "Here comes the final question."
5 "It will be cold and snowy tomorrow."

DOWN

1 "A baby elephant is rolling around in the mud."
3 "The Ministry of Health will start a campaign next month."
6 "Oh, Sam, you broke my heart!"
7 "Children, let's sing our happy mood song and dance!"

WB Audio Script 10.1

Listen to the breaking news and put the events in order.

Anchorman: Good afternoon, Texas! We interrupt the broadcast to bring you the breaking news of an incoming hurricane. Weather reports say that a hurricane is approaching the Gulf Coast. The Head of the City Council has made an announcement to inform the citizens of the Rockport Beach area about the precautions. Our reporter Sharon is there. Hi, Sharon! Can you give us the details?

Sharon: Hi, and good afternoon! Well, a hurricane is certainly approaching, and the Head of the City Council has warned people to stay at home. She says they're ready for the hurricane with extra safety precautions. According to the information, there will be ambulances at every corner of the Rockport Beach area. The rescue teams will also be ready to save people in need. The council will distribute food and tents if necessary. She also says that the hurricane wouldn't last long.

Anchorman: Wow, is there any information about its force?

Sharon: Not yet, but weather reports say that it will cause heavy rains, mudslides, or floods during its passage over Rockport Beach.

Anchorman: Thanks, Sharon. Well, I hope it won't do much damage. Stay safe, dear viewers. We will be together again at 4 p.m.

TEACHER'S NOTES

10B FOLLOW FOR FOLLOW

a **Complete the text with the appropriate words/phrases below. One is extra.**

anonymous **chit-chat** **keep in contact** **network**
overshare **socialize** **face-to-face**

To me, social media has both good and bad sides. The good side is that you can _____ **(1)** with many people, exchange opinions, or run your business. I really like social media because it lets me stay _____ **(2)** and share posts without revealing my identity.

The bad side is that _____ **(3)** communication has become rare today. People send text messages to each other even when they sit at the same table. Friends _____ **(4)** through social media tools, and they take pictures of every moment. I wonder if there are some people who still go out and _____ **(5)**.

I sometimes _____ **(6)** photos and videos, and it takes too much of my time. Believe it or not, I think people will have time management problems in the future.

In my opinion, with its good and bad sides, social media will have a bigger place in our lives.

b **Categorize the expressions below.**

- I don't think so.
- For sure!
- That's for sure!
- No way!
- Never in a million years!
- I'd say that.
- I'm not sure about it.
- I agree with you.
- No chance!
- I couldn't agree more.

Agreement

e.g. *I agree with you.*

- _____
- _____
- _____
- _____

Disagreement

e.g. *I'm not sure about it.*

- _____
- _____
- _____
- _____

c **Make lists of the advantages and disadvantages of social media. Then write a paragraph to give your opinions using the lists you have made.**

Advantages

-
-
-

Disadvantages

-
-
-

_____
_____
_____
_____
_____
_____
_____
_____

10B FOLLOW FOR FOLLOW

a

1 *keep in contact*
2 *anonymous*
3 *face-to-face*
4 *chit-chat*
5 *socialize*
6 *overshare*

b

Agreement

- *That's for sure!*
- *I couldn't agree more.*
- *I'd say that.*
- *For sure!*

Disagreement

- *I don't think so.*
- *No way!*
- *Never in a million years!*
- *No chance!*

TEACHER'S NOTES

TEACHER'S NOTES

10C LET'S STAY IN TOUCH

a **Listen to the audio and complete the missing parts of the dialogue.**

WB Track 10.2

Presenter: Welcome to *I need answers!* live show. Alan Simpson will be with us today. We're going to talk about social media. I don't think we know much about what exactly it is. Let me start with a basic question: what is social media?

Alan: Well, social media is a new form of _____ **(1)**, and it uses _____ **(2)**. Emails, messaging apps, blogs, _____ **(3)** games, and _____ **(4)** networking sites are some common forms of social media. Social networking is the most _____ **(5)** form of social media.

Presenter: Sorry to interrupt, but may I ask a quick question?

Alan: Of course, go ahead.

Presenter: What makes social media different from traditional media?

Alan: _____ **(6)**, I think. Social media allows people to interact in many ways and communicate freely. The other advantage is that they can seek _____ **(7)** from several sources.

Presenter: So, the last question is: why do people use social media _____ **(8)**?

Alan: Er, the top reasons are communicating with friends and family and staying up to date with _____ **(9)** and current events.

Presenter: Thanks for joining us, Alan. Well, that's the end of our live hour. Thanks so much for watching.

b **Scan the dialogue and write the common forms of social media.**

1 _____
2 _____
3 _____
4 _____
5 _____

c **Read the dialogue and answer the following questions.**

1 What is social media?
_____

2 What is the most popular form of social media?
_____

3 Why is social media different from traditional media?
_____

4 Why do people use social media platforms?
_____

d **Match the following situations to the expressions. One is extra.**

1 ☐ Your boss is having a meeting, and there is an urgent telephone call for him.
2 ☐ Your teacher gives information about the exam format, but you have missed the point.
3 ☐ You want to join a conversation.
4 ☐ You want to share some information about a topic during a discussion.

a I'm sorry for interrupting, but I don't quite understand...
b I apologize for the interruption, but I have to tell you that...
c May I add something here?
d Could I jump in?
e Would you please let me finish?

10C LET'S STAY IN TOUCH

a

1 *media*
2 *technology*
3 *online*
4 *social*
5 *popular*
6 *Interactivity*
7 *information*
8 *platforms*
9 *news*

b

1 *Emails*
2 *Messaging apps*
3 *Blogs*
4 *Online games*
5 *Social networking sites*

c

1 *It is a new form of media, and it uses technology.*
2 *Social networking is the most popular form of social media.*
3 *Social media allows people to interact in many ways and communicate freely.*
4 *To communicate with friends and family, stay up to date with news and current events, and entertain themselves.*

d

1 *b*
2 *a*
3 *d*
4 *c*

TEACHER'S NOTES

WB Audio Script 10.2

Listen to the audio and complete the missing parts of the dialogue.

Presenter: Welcome to *I need answers!* live show. Alan Simpson will be with us today. We're going to talk about social media. I don't think we know much about what exactly it is. Let me start with a basic question: what is social media?

Alan: Well, social media is a new form of media, and it uses technology. Emails, messaging apps, blogs, online games, and social networking sites are some common forms of social media. Social networking is the most popular form of social media.

Presenter: Sorry to interrupt, but may I ask a quick question?

Alan: Of course, go ahead.

Presenter: What makes social media different from traditional media?

Alan: Interactivity, I think. Social media allows people to interact in many ways and communicate freely. The other advantage is that they can seek information from several sources.

Presenter: So, the last question is: why do people use social media platforms?

Alan: Er, the top reasons are communicating with friends and family and staying up to date with news and current events.

Presenter: Thanks for joining us, Alan. Well, that's the end of our live hour. Thanks so much for watching.

10D BOTH SIDES OF THE COIN

a **Read the following reviews and tick (✓) the things customers have mentioned.**

1 ☐	price	3 ☐	opinion	5 ☐	company name
2 ☐	customer service	4 ☐	material	6 ☐	suggestion

b **Read the reviews again and underline the sentences that give opinions.**

Slim Fit Jeans
Price : £100
Size : Select
Colour: Navy blue

Write a review

Customer reviews

★★★★★ B. Simpson
Great price!
I love these jeans! They are comfortable for everyday use and match perfectly with white shirts and T-shirts, in my opinion. I bought one for me and one for my son. I gave them five stars because they arrived on time and the price was great.

★★★★★ Michael K.
Perfect fit!
I bought these jeans as a gift for my husband, and I think they really fit well. The colour and style were also perfect, so I ordered two more pairs in different colours.

★★★☆☆ Jennifer A.
Not for summer
I ordered my normal size, and they fit me fine. It is disappointing that the fabric is thick and uncomfortable for summer, so I think I will wear them in autumn.

★☆☆☆☆ R.M.
Not worth the price!
I gave them one star because they sent me a pair with a broken zipper and also the colour was different from the one I ordered, so I returned them. I am sure that I will never shop online again.

★☆☆☆☆ _____

★★★★★ _____

c **Write one positive and one negative review with a title on the website in *Exercise b*. Give opinions about the product according to the situations below.**

Situation 1

You rated: one star
You ordered: a pair of blue slim fit jeans in size 28
You got: a pair of black baggy jeans in size 30
Your views:
The fabric is thick and uncomfortable.

Situation 2

You rated: five stars
Your views:
The size and fabric are fine.
You loved the style.
It fitted perfectly.

10D BOTH SIDES OF THE COIN

a

1

3

4

b

They are comfortable for everyday use and match perfectly with white shirts and T-shirts, in my opinion.

..., and I think they really fit well.

The colour and style were also perfect, ...

..., and they fit me fine.

It is disappointing that the fabric is thick and uncomfortable for summer, so I think I will wear them in autumn.

I am sure that I will never shop online again.

c

Students' own answers

TEACHER'S NOTES

TEACHER'S NOTES

THEME 1 APPENDIX

Guess the Country!

England	
Continent:	Europe
Currency:	Pound
Capital:	London
Nationality:	English

China	
Continent:	Asia
Currency:	Yuan
Capital:	Beijing
Nationality:	Chinese

Italy	
Continent:	Europe
Currency:	Euro
Capital:	Rome
Nationality:	Italian

Mexico	
Continent:	North America
Currency:	Peso
Capital:	Mexico City
Nationality:	Mexican

Russia	
Continent:	Europe & Asia
Currency:	Ruble
Capital:	Moscow
Nationality:	Russian

Bulgaria	
Continent:	Europe
Currency:	Lev
Capital:	Sofia
Nationality:	Bulgarian

The USA	
Continent:	North America
Currency:	Dollar
Capital:	Washington, DC
Nationality:	American

Türkiye	
Continent:	Europe & Asia
Currency:	Lira
Capital:	Ankara
Nationality:	Turkish

Azerbaijan	
Continent:	Europe & Asia
Currency:	Manat
Capital:	Baku
Nationality:	Azerbaijani

Greece	
Continent:	Europe
Currency:	Euro
Capital:	Athens
Nationality:	Greek

Spain	
Continent:	Europe
Currency:	Euro
Capital:	Madrid
Nationality:	Spanish

Japan	
Continent:	Asia
Currency:	Yen
Capital:	Tokyo
Nationality:	Japanese

Cuba	
Continent	North America
Currency:	Peso
Capital:	Havana
Nationality:	Cuban

Argentina	
Continent	South America
Currency:	Peso
Capital:	Buenos Aires
Nationality:	Argentinian

Egypt	
Continent	Africa
Currency:	Pound
Capital:	Cairo
Nationality:	Egyptian

Morocco	
Continent	Africa
Currency:	Dirham
Capital:	Rabat
Nationality:	Moroccan

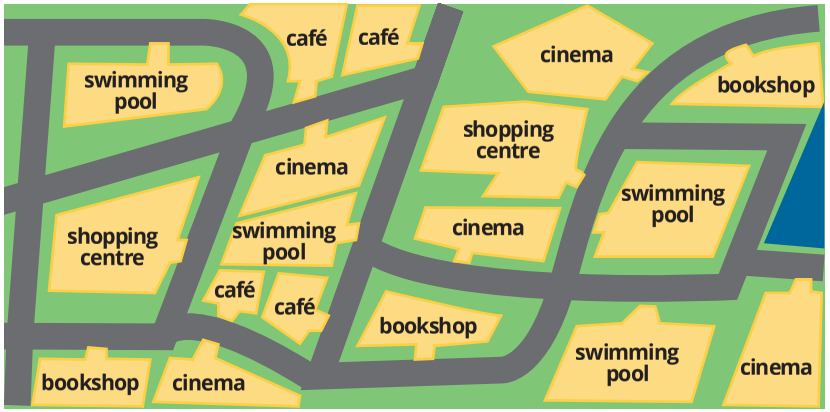
India	
Continent	Asia
Currency:	Rupee
Capital:	New Delhi
Nationality:	Indian

Iraq	
Continent	Asia
Currency:	Dinar
Capital:	Baghdad
Nationality:	Iraqi

Romania	
Continent	Europe
Currency:	Leu
Capital:	Bucharest
Nationality:	Romanian

Saudi Arabia	
Continent	Asia
Currency:	Riyal
Capital:	Riyadh
Nationality:	Saudi Arabian

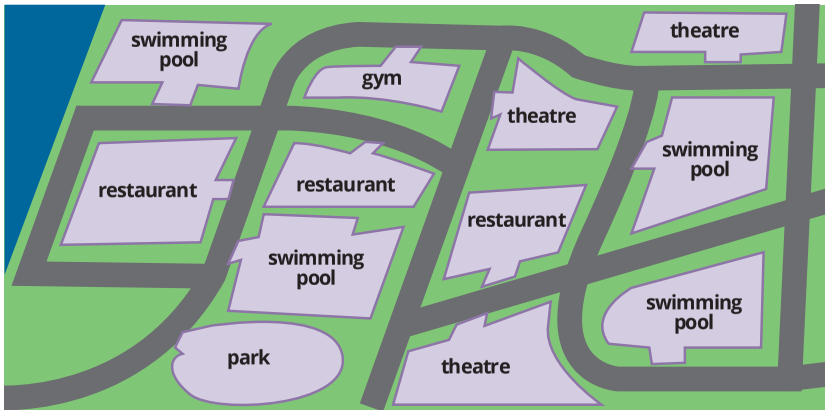
TOWN A



TOWN B

TOWN C

TOWN D



Hello, Neighbour! (2)

QUESTIONNAIRE

Imagine you are looking for a town to live in. Tick (✔) five of the facilities that are important to you.

- ☐ bookshops
- ☐ cafés
- ☐ campsites
- ☐ cinemas
- ☐ gyms
- ☐ libraries
- ☐ parks
- ☐ restaurants
- ☐ shopping centres
- ☐ stadiums
- ☐ swimming pools
- ☐ theatres

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- ☐ shopping centres
- ☐ stadiums
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- ☐ parks
- ☐ restaurants
- ☐ shopping centres
- ☐ stadiums
- ☐ swimming pools
- ☐ theatres

Charades

Genre: Animation
Film: *The Penguins of Madagascar*

Genre: Comedy
Film: *Ghostbusters*

Genre: Action/ Science Fiction
Film: *The Avengers*

Genre: Action/ Science Fiction
Film: *Jurassic Park*

Genre: Drama
Film: *Little Women*

Genre: Romance
Film: *Titanic*

Genre: Comedy
Film: *The Mask*

Genre: Animation
Film: *Ice Age*

Genre: Action
Film: *The Batman*

Genre: Animation
Film: *The Boss Baby*

Genre: Action/ Animation
Film: *Mulan*

Genre: Animation
Film: *Frozen*

Natural Disasters (1)

FIND THE WORD!

an extremely large wave in the sea

a large amount of ice and snow falling quickly down the side of a mountain

the sudden occurrence of a violent discharge of steam and volcanic material

a sudden, violent shaking of the earth's surface

a long period of time when there is little or no rain

a sand-carrying strong wind in a desert area

a movement of rocks and soil down a mountain or hill

a large amount of water covering a usually dry area

a storm with very strong winds

a huge fire especially in natural areas like woods, forests, etc.

a storm with thunder, lightning, and heavy rain

a sudden bright light in the sky when there is a storm

a violent storm with a very strong wind that blows in a circle

Natural Disasters (2)

DOS AND DON'TS

Something to do during an earthquake to stay safe

Something not to do during an earthquake to stay safe

Something to do during a wildfire to stay safe

Something not to do during a wildfire to stay safe

Something to do during a thunderstorm to stay safe

Something not to do during a thunderstorm to stay safe

Something to do during a flood to stay safe

Something not to do during a flood to stay safe

Something to do during an avalanche to stay safe

Something not to do during an avalanche to stay safe

Guess Who

Elizabeth

Adrian

Aria

William

Yan

Natalia

John

Zoe

Maria

Isaac

Victoria

Jacob

Jonathan

Naomi

David

Cho

Dining Etiquette Card Game

TABLE MANNERS CARDS

Türkiye

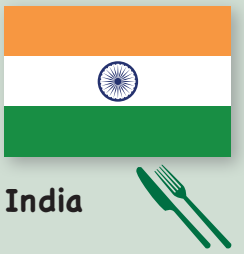
Türkiye

The UK

The UK

Mexico

Mexico


India

India

Egypt

Egypt

China

China

TABLE MANNERS CARDS

Türkiye

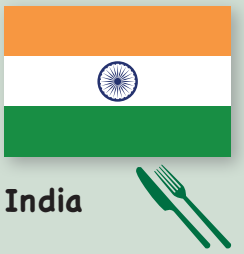
Türkiye

The UK

The UK

Mexico

Mexico


India

India

Egypt

Egypt

China

China

Tell It in Order

One day, the neighbours of Hodja invited him to a feast.

Hodja didn't want to look fancy, so he wore his casual clothes.

When he arrived at the feast area, nobody paid attention to Hodja.

Even the host of the feast ignored Hodja.

When Hodja discovered that, he went back home and wore his fanciest coat.

Then Hodja returned to the feast area.

When Hodja showed up in a fancy coat, everyone greeted him.

The host of the feast invited Hodja to eat and drink with him.

When they served the soup, Hodja said, "Eat, my coat, eat!"

The host asked Hodja to explain his words.

"When I arrived here in my casual clothes, nobody greeted me."

"After I wore my fur, they offered the best of everything."

"In the end, I understood that you invited my coat, not me."

Bingo

lose anything important or valuable _____	go camping in a tent _____	play an instrument _____	write a letter to anyone _____
have an X-ray _____	meet a famous person _____	eat sushi _____	travel by plane _____
sing in front of your friends or other people _____	swim in a river _____	be to another city _____	cook a meal for someone _____
get lost in a city, town, or, the countryside _____	help someone in need _____	climb a tree and can't get down _____	win a contest or receive a prize _____

Any Plans Tonight?

PLACE	NAME(S)
Gym	
Cinema	
Restaurant	
Swimming pool	
Theatre	
Football pitch	
Café	
A friend's house	
Park	
Concert hall	
Skating rink	

ROLE CARDS

You are going for a Chinese meal tonight.	You are going swimming tonight.
You are going for a Chinese meal tonight.	You are watching your friends' football match tonight.
You are going to the theatre to see *Hamlet* tonight.	You are going to the park to rest tonight.
You are having a meeting at a café tonight.	You are going to a piano recital tonight.
You are skating tonight.	You are going to the cinema tonight.
You are going to a friend's birthday party tonight.	You are doing sports tonight.

Prediction Taboo

Title **Transport** **Taboo Words** Fly Wings Fast	**Title** **Cities** **Taboo Words** Metaverse Virtual Crowded	**Title** **Teachers** **Taboo Words** Robot Teach School
Title **Food** **Taboo Words** Pill Need Less	**Title** **Television** **Taboo Words** Large Thin Transparent	**Title** **Computers** **Taboo Words** Thin Light Flex
Title **Space** **Taboo Words** Moon Travel Planet	**Title** **Aliens** **Taboo Words** Green Space UFO	**Title** **Smartphones** **Taboo Words** Mobile Flex Transparent

VIDEO EVALUATION CHECKLIST

Criterion	Fair	Good	Great	Comments & Suggestions
The content is well-organized.				
The content is related to the topic.				
Gesture, posture, and eye contact are convenient.				
Voice is loud enough to hear.				
Lighting is appropriate.				
Background distractions are minimal.				
Spelling and pronunciation are correct.				
Words and sentences are correct.				
The information is clear and accurate.				
The time is not longer than 4 minutes.				

LISTENING RUBRIC

CRITERION	EXCELLENT (5)	PROFICIENT (4)	SATISFACTORY (3)	LIMITED (2)	POOR (1)
Ability to Focus	Concentration seems fully good, and listening is done with great care throughout the task.	Concentration seems good, and listening is done with care throughout the task.	Concentration seems good, and listening is sometimes distracted throughout the task.	It seems difficult to concentrate on the listening task, but attending sometimes is observed.	There is no ability to concentrate on the listening task, and s/he seems to be easily distracted and inattentive.
General Understanding	General understanding of all the vocabulary and information completing all the questions is highly successful.	General understanding of the vocabulary and information completing most questions is successful.	General understanding of the vocabulary and information completing some questions is satisfactory.	General understanding of the vocabulary and information completing few questions is not enough.	Not understanding enough vocabulary or information hinders them from answering the questions.
Listening for Details	All the specific information and details in his/her answers are correct.	Most of the specific information and details in his/her answers are correct.	Some specific information and details in his/her answers are correct.	With a limited ability to listen for details, specific information is occasionally included.	Being unable to grasp specific details makes it difficult to include them in the answers.
Accuracy of Answers	Answers are always correct and related to the information given.	With only a few errors, most of the answers are correct and related to the information given.	With only a few errors, some answers are correct and related to the information given.	A small amount of information in the answers is correct; however, a lot is left out or is not correct.	Answers are mostly left out or unrelated to the information given.
Conveying Text	Grasping and retelling the message and details of the text are clear and smooth.	Grasping and retelling the message and some details of the text are clear and smooth.	Grasping and retelling the message and a few details of the text are understandable.	A little effort of grasping and retelling the message and few details of the text make it difficult to understand.	Grasping and retelling the message and details of the text are nearly distracted and ambiguous.

SPEAKING RUBRIC

CRITERION	EXCELLENT (5)	PROFICIENT (4)	SATISFACTORY (3)	LIMITED (2)	POOR (1)
Pronunciation	Pronunciation is almost always clear and correct.	Pronunciation of many words is clear and correct.	Pronunciation is clear and correct; however, sometimes difficult to understand.	Pronunciation mistakes sometimes make it difficult to understand him/her.	Pronunciation mistakes make it truly difficult to understand him/her.
Fluency	Speaking is smooth with little hesitation. The flow of the conversation is fluent.	Speaking is with some hesitation, but it doesn't usually interrupt the flow of conversation.	Speaking is with some hesitation, which sometimes interferes with the flow of conversation.	Speaking is with much hesitation, which often interferes with communication.	Very little speaking or not speaking at all interferes with communication.
Interaction	Communication is effective; it includes almost always appropriate responses.	Communication is effective most of the time; it includes generally appropriate responses.	Communication has effort; but, sometimes, it does not include appropriate and clear responses to understand.	Communication purpose is not clear; it does not include appropriate or clear responses.	Hardly communication always misses questions from the audio/teacher/friends.
Vocabulary	Speaking includes appropriate expressions and a wide range of vocabulary learned in and out of the class.	Speaking includes vocabulary and expressions learned in the class with only a few errors in word choice.	Speaking includes limited vocabulary and expressions with frequent errors in word choice.	Speaking includes only simple vocabulary and expressions. Inadequate vocabulary hinders him/her from responding properly.	The use of few words and expressions or inadequate vocabulary makes speaking ambiguous.
Accuracy	Many different structures depending on the context with only a few grammatical errors are included.	A variety of sentence structures but making some errors is included.	A variety of structures with frequent errors or using basic structures with only a few errors are included.	Using only basic structures and making frequent errors causes communication problems.	Not using words in the correct order creates ambiguity.

READING RUBRIC

CRITERION	EXCELLENT (5)	PROFICIENT (4)	SATISFACTORY (3)	LIMITED (2)	POOR (1)
Ability to Focus	Concentration seems fully good, and reading is done with great care throughout the task.	Concentration seems good, and reading is done with care throughout the task.	Concentration seems good, and reading is sometimes distracted throughout the task.	It seems difficult to concentrate on the reading task, but attending sometimes is observed.	No ability to concentrate on the reading task seems, and it seems easily distracted and inattentive.
General Understanding	General understanding of all the vocabulary and information completing all the questions is highly successful.	General understanding of the vocabulary and information completing most questions is successful.	General understanding of the vocabulary and information completing some questions is satisfactory.	General understanding a lot of vocabulary and information completing few questions is not enough.	Not understanding enough vocabulary or information hinders them from answering the questions.
Reading for Details	All the specific information and details in his/her answers are correct.	Most of the specific information and details in his/her answers are correct.	Some specific information and details in his/her answers are correct.	With a limited ability to read for details, specific information is occasionally included.	Being unable to grasp specific details makes it difficult to include them in the answers.
Accuracy of Answers	Answers are always correct and related to the information given.	With only a few errors, most of the answers are correct and related to the information given.	With only a few errors, some answers are correct and related to the information given.	A small amount of information in the answers is correct; however, a lot is left out or is not correct.	Answers are mostly left out or unrelated to the information given.
Conveying Text	Grasping and retelling the message and details of the text are clear and smooth.	Grasping and retelling the message and some details of the text are clear and smooth.	Grasping and retelling the message and a few details of the text are understandable.	A little effort of grasping and retelling the message and few details of the text make it difficult to understand.	Grasping and retelling the message and details of the text are nearly distracted and ambiguous.

WRITING RUBRIC

CRITERION	EXCELLENT (5)	PROFICIENT (4)	SATISFACTORY (3)	LIMITED (2)	POOR (1)
Coherence	All sentences are relevant to the task/topic. The content and purpose of the writing are highly clear.	All sentences are relevant to the task/topic most of the time. The content and purpose of the writing are clear.	Some sentences are relevant to the task/topic. The content and purpose of the writing are understandable.	Few sentences are relevant to the task/topic. The content and purpose of the writing are not quite clear.	Most of the sentences are incomplete. The content and purpose of the writing are unclear.
Organization	The order of ideas and information is sequenced. It is easy to read and understand.	The order of ideas and information is sequenced most of the time. It is easy to read and understand.	The flow of ideas and information is sometimes disconnected. It is still easy to read and understand.	The order of ideas and information is not quite sequenced. It is difficult to read and understand.	There is not enough concern about the order of ideas and information. It is not readable and understandable.
Word Choice	Vocabulary is used appropriately most of the time.	There are a few errors in the use of the vocabulary.	Inappropriate use of vocabulary, however, they do not interfere much in conveying the message.	Much inappropriate use of vocabulary interferes in conveying the message.	Much inappropriate use of vocabulary completely interferes in conveying the message.
Accuracy	Few grammar mistakes do not have an impact on understanding the message.	More than three grammar mistakes have little impact on understanding the message.	Some grammar mistakes sometimes interfere in understanding the message.	Many grammar mistakes interfere much in conveying the message.	Grammar mistakes almost make it difficult to convey and understand the message.
Spelling & Punctuation	All spelling and punctuation are correct.	Few spelling and punctuation errors do not impact the understanding of the message.	Some spelling and punctuation errors make it difficult to read, but still, the message is understandable.	A lot of spelling and punctuation errors make the message ambiguous.	Spelling and punctuation errors almost make it difficult to read and understand.

- T.C. Millî Eğitim Bakanlığı, Ortaöğretim İngilizce Dersi (9, 10, 11 ve 12. Sınıflar), Öğretim Programı, 2018.

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ONLINE, VISUAL, AND E-CONTENT REFERENCES

- Scan the QR code for the online, visual, and e-content references.

PAGE NUMBER	BOOK COVER	DATE OF ACCESS	
FRONT COVER	https://www.dreamstime.com/big-ben-westminster-parliament-cloudy-sky-london-uk-view-houses-parliament-big-ben-westminster-bridge-image238214452	19.07.2022	12.46
	https://www.dreamstime.com/colorfull-annual-report-brochure-flyer-design-template-leaflet-presentation-book-cover-templates-vector-layout-size-image220730960	19.07.2022	12.50

ICONS	LINK	DATE OF ACCESS	
Lead-in	https://tr.123rf.com/photo_48779514_pictograph-of-gear-in-head.html?vti=m-2gevp7qxnbghskcdn-1-1	30.12.2021	22.15
Listening	https://tr.123rf.com/photo_35041791_headphone.html?vti=lotindfgg2rdwi5h-yg-1-1	30.12.2021	22.15
Speaking	https://tr.123rf.com/photo_29185878_microphone.html?vti=m10bt1mpej60h-v2x6n-1-1	30.12.2021	22.16
Reading	https://tr.123rf.com/photo_39421188_book.html?vti=no5sygpi4y00yk0a00-1-1	30.12.2021	22.17
Writing	https://tr.123rf.com/photo_29170342_open-book.html?vti=nfubfiw770lprb-r6is-1-1 *(It has been redesigned by the graphic design specialist.)*	30.12.2021	22.17
Idiom of the Day	https://www.shutterstock.com/image-vector/ecology-vector-sticker-icons-shadow-paper-306194663	30.12.2021	22.20
Pronunciation	https://www.dreamstime.com/stock-illustration-quiz-icons-checklist-human-brain-symbols-think-check-mark-symbol-survey-poll-questionnaire-feedback-form-sign-image88152440	08.09.2017	13.01
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Track	https://tr.123rf.com/photo_106831925_hearing-aid-or-loss-with-sound-wave-images-icon-set.html?vti=naz3kjw8vscz24cv47-1-1	30.12.2021	22.16

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311	https://www.shutterstock.com/tr/image-photo/group-people-773098381	06.06.2022	18.35
311	https://www.shutterstock.com/tr/image-photo/group-people-768510415	06.06.2022	18.35
312	https://www.shutterstock.com/tr/image-vector/all-flags-world-alphabetical-order-761418229	06.06.2022	18.37
312	https://tr.123rf.com/photo_53597346_the-acidic-alkaline-diet-food-chart-infographics-with-food-icons-on-a-ph-scale-dish-and-tableset.html?vti=ln2q4yjf4hxcyvhw-gt-1-1	06.06.2022	18.40